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ABSTRACT

The main focus of the Minneapolis component third year's activities (1976-77) was to expand the inservice programs to teachers and counselors district-wide. (The district includes twenty-four secondary schools, fifty-five elementary schools, and a number of alternative locations.) A career education conference in August and a television program in September were used to create interest in participation in fall and winter workshops (six elementary and three secondary workshops). Selections for the workshops were made so individual schools were represented by counselor/teacher teams, or a key person; 236 participated on a released-time basis. Private schools were invited to participate and were sent copies of all materials. During April through June the project concentrated in three main thrusts: (1) development of five elementary units of instruction and two secondary units relating to special student interest (through collaboration of guidance, social studies, ethnic cultural center, and women's studies personnel, (2) completion of evaluation efforts for teachers, counselors, and students, and (3) seeking and writing proposals for continuation funding for career education (with support made by the advisory committee, the work-education council, and the Chamber of Commerce for continuing the efforts made by the Minneapolis staff). The Career Resource Center (elementary and secondary materials) has been used on an on-going basis by teachers and counselors from all over the district, and resource centers are continuing to be established in other secondary schools (three established this year with technical assistance and materials from the project). (JT)

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FINAL REPORT

Project No. F5001VW
Grant No. OEG-5-74-0047

St. Paul - Minneapolis Exemplary Career Education Project

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Charles J. Simmer, St. Paul Director
Darhl G. Nelson, Minneapolis Director
360 Colborne Street
St. Paul, Minnesota 55102

June 30, 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 016 001

Project No. F5001VW
Grant No. OEG-5-74-0047

St. Paul-Minneapolis Exemplary
Career Education Project

July 1, 1976 - June 30, 1977

Final Report

Project No. F5001VW
Grant or Contract No. OEG-5-74-0047

St. Paul - Minneapolis Exemplary Project For Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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June 30, 1977

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Career Education Activities - Minneapolis Component

1974-75
1975-76
1976-77

Career Education Workshop Teacher Participants by Area and School - Minneapolis Component

1974-75
1975-76
1976-77

Career Education Activities 1974-1975

Minneapolis Component

I. Workshops (Formal Project Sponsored)

Date	Level	Participants
November 25	Administrative Workshop	10
December 18	Counselor Workshop	12
January 15-16	Elementary Workshop	22
January 22-23	Secondary Workshop	30
		74

II. Other Workshops (In-School, Special Topics, etc.)

Date		Participants
October 28	Volunteer In-service at West High School	12
November 26	Volunteer In-service at West High School	12
February 10-March 6	Career Education Graduate Course	15
February 26	Elementary Workshop	20
March 12, 13, 18, 19	Secondary Visitation Workshop	12
April 8	Sheridan Junior High	40
June	Business-Education Seminar	25
June-July	University of Indiana General Electric Sponsored Award Winning Unit Developed	6
		142

III. Career Fair

November 12, 13, 14	Minneapolis Auditorium	8,000 students attended

IV. Presentations on Career Education

Date		Participants
September 16	West High	70
September 17	Jefferson Junior High	60
September 17	Bryn Mawr	20
September 17	Kenwood	25
September 19	Harrison	25
September 19	West Intermediate	35
September 20	Calhoun	30
December 6	Private School Administrators	8
January 28	West Area Media Specialists	25
February 4	East Area Media Specialists	25
February 11	S. E. Area Media Specialists	15
February 18	North Area Media Specialists	35
February 27	Board of Education	
March 6	Counselor Chairpersons	25
April 15	West Area Staff Development	40
		438

Career Education Activities 1975-1976

Minneapolis Component

I. T. V. Program

September 9, 1975	Channel 2	Viewed by over 2,000 Elementary and Secondary staff in Minneapolis alone.

II. Workshops (Formal, Project Sponsored)

Date	Level	Participants
October 8-9	Elementary	25
October 22-23	Secondary	30
October 29-30	Elementary	25
November 5-6	Secondary	30
November 12-13	Secondary	30
November 19-20	Elementary	25
March 24	Elementary	15
March 25	Elementary	15
		195

III. Other Workshops (In-School, Special Topics, etc.)

Date		Participants
August 20	Counselor (West Area)	26
August 26	Administrative (West Area)	25
September 23	Anthony Junior High	45
September 30	Kenny Elementary	30

III. Other Workshops (In-School, Special Topics, etc.) Continued:

Date		Participants
November 18	Marshall-U	20
January 12	Anwatin	70
January 22	North Central Airlines	20
February 18	Breck	60
March 22	Grace High School	25
March 3	School Career Resource Aides	14
May 25	School Career Resource Aides	10
June 14-18	Business-Education Seminar	35
		380

IV. Career Fair

November 11, 12, 13	Minneapolis Auditorium	6,000 students

V. Open House Presentations or Displays

Date		Participants
October 14	Fulton Elementary	Parents and students
October 14	Jefferson Elementary	Parents and students
November 11	Central High School	Parents and students
November 13	Southwest High School	Parents and students
April 8	Advisory Committee and Open House for Board Members and Superintendents	25
May 6-7	Vocational High School	Parents and students

VI. Presentations on Career Education

Date		Participants	
August 29	Vocational Teachers	310	
August-September	Private Schools (9)	250	
September	Washburn High School Staff Ramsey Junior High Staff Bryant Junior High Staff Southwest High School Staff Hennepin County Home School Staff Bryant Y. E. S. Center Staff West Area Superintendent's Staff Project PRICE Staff and Participants Chamber of Commerce Task Force	290	
November 19	Minnesota Research and Development and Review Committee	18	
January 23	Franklin Junior High School	12	
February 7	Minnesota Math Teachers' Conference	25	
February 12	Holy Angels	100	Students
March 6	Minnesota Federation of Elementary Teachers	100	
March 9	Roosevelt (Social Studies Teachers)	36	
March 11	Folwell Junior High School	62	
April 7	West Area Administrators	45	
May 5	Business-Education Conference	100	
		1,248	
		100	students

Career Education Activities 1976-1977

Minneapolis Component

I. T. V. Program

September 14, 1976	Channel 2	Viewed by a majority of schools in Minneapolis. This would involve over 2,000 Elementary and Secondary staff in Minneapolis alone.

II. Workshops (Formal, Project Sponsored)

Date	Level	Participants
October 6	Elementary	25
October 13	Secondary	32
October 27	Elementary	25
November 3	Secondary	32
November 17	Elementary	25
December 1	Secondary	32
December 15	Elementary	25
January 12	Elementary	20
January 19	Elementary	20
		236

III. Other Workshops (In-School, Special Topics, etc.)

Date		Participants
September 3	North Community School (Social Studies Teachers)	40
August 25	Career Education Conference South High School	250

III. Other Workshops (In-school, Special Topics, etc.) Continued:

Date		Participants
October 21	M. E. A. Convention Elementary Career Education Workshop	90
December 7	Pillsbury Elementary	25
January 18	Bremer Elementary	15
January 25	Waite Park - Lowry	30
February 22	Ericsson Elementary	25
March 29	Bremer Elementary	15
April 12	McKinley	15
April 26	Bremer Elementary	15
June 20-23	Business-Education Seminar	35
		555

IV. Mini Career Fairs

Date		Participants
November 10	West High - I. B. M.	100 students
March 23	Regina - De LaSalle - Holy Angels	450 students 40 staff
March 24	West High - Anwatin Language Career Day	300 students
May 3	West High - Health and Phy. Ed. Day	200 students
		40
		1,050 students

V. Open House Presentations and Displays

Date		Participants
October	Fulton Elementary	Parents and students
November 8-11	National Career Education Conference	Materials for 200 Staff

V. Open House Presentations and Displays Continued:

Date		Participants
February 13	Anderson School	Parents and students
February 28	Y. W. C. A. "Have it Your Way"	Parents and students

VI. Presentations on Career Education

Date		Participants
October	Kenwood Elementary	25
October	North Area Principals	40
November 11	National Career Education Conference	50
November 22	Minnesota Task Force on Career Education	35
December 10	Central High School	80 students
January 13	Vocational Secondary Center	18
February 28	Consultants' Meeting	25
May 6	East Area Principals	45
May 12	Holmes School	30 students
June 6	Minneapolis Work-Education Council	40
June 28	Minneapolis Board of Education	+
		278+
		110 students

Career Education Project

Secondary Project Workshops (7-12)

West Area Participants (Teacher)

High Schools	1976-1977	1975-1976	1974-1975	Total for Project
Central	11	13		24
Marshall U	1	4		5
Southwest	1	6		7
Washburn	1	3		4
West		6	10	16
Free School	1	1		2
W. O. C.		3		3
Junior High				
Anthony	4	8		12
Bryant		6		6
Ramsey	3	7		10
Jefferson	closed	closed	11	11
Bryant Y. E. S.	2	1		3
Other Schools				
Home School		1		1
Detention Center		1		1
Private				
St. Thomas Apostle		1		1
Regina	1	9		10
Resource Teacher		1		1
TOTALS	25	71	21	117

Career Education Project

Secondary Project Workshops (7-12)

East Area Participants (Teacher)

High Schools	1976-1977	1975-1976	1974-1975	Total for Project
South	2	1		3
Roosevelt	5	1		6
Vocational		2		2
Junior High				
Folwell				0
Nokomis				0
Phillips	6			6
Sanford	3			3
Other Schools				
Holmes	2			2
Emerson	1			1
Private				
Breck			2	2
Minnehaha Academy	1			1
Resource Teachers	2			2
TOTALS	22	4	2	28

Career Education Project

Secondary Project Workshops (7-12)

North Area Participants (Teacher)

High Schools	1976-1977	1975-1976	1974-1975	Total For Project
North	13			13
Henry	9			9
Edison				0
Junior Highs				
Olson	1	1		2
Jordan				0
Franklin				0
Northeast	3			3
Sheridan	5	1		6
Other Schools				
North Area Learning Ctr.	1			1
Private				
De La Salle	1	1		2
Resource Teachers				0
TOTALS	33	3		36

Career Education Project

Elementary Project Workshops (K-6)

West Area Participants (Teacher)

Name of School	1976-1977	1975-1976	1974-1975	Total for Project
Agassiz		3		3
Anwatin	1	2	1	4
Armatage	6	10		16
Audubon	2			2
Barton	1	4	1	6
Burroughs		3		3
Emerson				0
Field	3	10		13
Fulton	2	5	1	8
Hale	1	6		7
Harrison	3	2	4	9
Jefferson	7	5	5	17
Kenny		8		8
Kenwood	3	6	2	11
Lake Harriet	2	4		6
Lyndale	6	6		12
Marcy		1		1
Page	4	1		5
Pratt		2		2
S. E. Free		1		1
Tuttle		2		2
Windom	1	6	1	8
Teacher Center	1			1
Christ the King		2		2
Resource Teachers	1	2		3
TOTALS	44	91	15	150

Career Education Project

Elementary Project Workshops (K-6)

East Area Participants (Teacher)

Name of School	1976-1977	1975-1976	1974-1975	Total for Project
Andersen A	1			1
Andersen B	1			1
Andersen C	4			4
Bancroft	3			3
Cooper	5			5
Ericsson	1			1
Hiawatha	4			4
Howe	3			3
Keewaydin	4			4
Longfellow				0
Minnehaha	4			4
Morris Park	4			4
Northrup	1			1
Seward	3			3
Standish	1			1
Wenonah	3			3
Wilder A	1			1
Wilder B				0
Wilder C	3			3
Resource Teachers	1	1		2
Resource Counselor	1			1
TOTALS	48	1		49

Career Education Project

Elementary Project Workshops (K-6)

North Area Participants (Teacher)

Name of School	1976-1977	1975-1976	1974-1975	Total for Project
Bethune				0
Bremer	4			4
Cleveland	6			6
Hall				0
Hamilton				0
Holland	2			2
Lincoln	3			3
Lind	2			2
Loring				0
Lowry				0
McKinley	2			2
North Star - Int.				0
North Star - Primary	2			2
Penn				0
Pillsbury				0
Putnam	1			1
Shingle Creek	1	1		2
Waite Park	7			7
Webster	7			7
Willard	1			1
Teacher Corps		1		1
Resource Teacher		1		1
TOTALS	38	3	0	41

II. SUMMARY OF THE REPORT

A. Time period covered by the report

July 1, 1976 to June 30, 1977. The material includes the last quarter activities from April 1, 1977 to June 30, 1977.

B. Goals and Objectives of the Project

The Minneapolis component of the joint Career Education Project continued to use the original objectives as we expanded our program district-wide. The Project focus was on in-service training to develop knowledge and skills among teachers and counselors to help them implement a career education program. The objectives of the Project are listed below:

1) To establish a framework for the infusion of career development into the existing K-12 curriculum.

2) To establish a career guidance program designed to complement the curriculum in developing in each student positive attitudes about the world of work and assisting the student in developing career decision making skills.

3) To provide teachers, both elementary and secondary, with in-service training which prepares them to implement in their own classrooms career education techniques, concepts and materials.

4) To train a cadre of teachers and counselors who act as staff members for continued in-service training of other teachers and counselors in the district.

5) To provide teachers and students with current and comprehensive information regarding careers, life styles and career opportunities.

6) To facilitate cooperation between teachers, counselors and administrators in providing a career oriented program for students.

7) To facilitate cooperation between schools, community and manpower agencies in providing career oriented programs for students.

8) To identify and adapt curriculum materials which fit the career development framework.

C. Procedures Followed

The major thrust of Career Education in the Minneapolis Project was to initiate and support Career Education workshops and programs in the entire school system. The main district contains twenty-four secondary schools, fifty-five elementary schools and a number of alternative locations. To reach this large number of buildings and personnel required a special approach by our small staff.

On August 25, we held a Career Education Conference at South High School that was attended by over 250 counselors and administrators from our district and St. Paul. The main theme was "Career Education", Its Spirit in '76". Our keynote speaker was Dr. Kenneth Hoyt, with additional comments from the Twin Cities superintendents and the Minnesota Career Education Coordinator. This workshop included an invitation to administrators to view a television program on Career Education in Minneapolis. This program appeared on Tuesday, September 14, 1976, on Channel 2. This program was shown throughout Minnesota, even though it was an in-service program for our district. The program was seen by a majority of schools in our district. The estimate was made that over 2,000 teachers and counselors viewed our second TV program. The response to the program was excellent and we received enough applications to fill our fall and winter workshops.

During the months of October through January, workshops were held at the Fulton Resource Center for 236 teachers and counselors from throughout the district. There were six elementary and three secondary workshops. These formal workshops were on released time for the teachers with substitute service being paid by the Career Education Project.

From February to June, the Project staff has been doing in-school programs, career fairs, curriculum development, and writing of new proposals to continue Career Education after the June 30, 1977 ending of the joint project.

The Career Resource Center (Elementary and Secondary Materials) has been used on an on-going basis by teachers and counselors from all over the district. Over five hundred requests for materials have been made in 1976-77.

Resource Centers are continuing to be established in other secondary schools and at least three new centers have been established this year with technical assistance and materials from our project.

The five elementary and two new secondary units have been written with the collaboration of Guidance, Social Studies, Ethnic Cultural Center, Women's Studies, and Curriculum Generalists. This effort is now being printed and will be ready for distribution this fall to both private and public schools.

The staff and Advisory Committee have sent to the Board of Education a recommended program for funding next year. The Minneapolis staff will be presenting their findings and recommendations to the Board of Education on June 28, 1977.

D. Results and Accomplishments

1) Workshops (In-service programs)

Administrator Workshops

- Career Education Conference was held at South High School on August 25, 1976 to update administrators on Career Education efforts for 1976-77. A majority of school administrators viewed the television presentation in September. Follow-up presentations were made in April and May to administrators to summarize project accomplishments and present recommendations for future development.

Counselor Workshops

- Career Education Conference at South on August 25, 1976 was also geared to Minneapolis counselors. The counselors were invited to participate in the fall/winter teacher workshops.

Elementary Workshops

- Elementary Workshops were held for one full day at the Fulton Resource Center on the following dates:

  Wednesday, October 6
  Wednesday, October 27
  Wednesday, November 17
  Wednesday, December 15
  Wednesday, January 12
  Wednesday, January 19

  These Workshops were attended by teachers, counselors and media specialists from all schools in the district. Invitations were made to private and parochial schools as well.

  Eight other elementary workshops were held in buildings upon request from building staffs. Most of these programs were held on Tuesday afternoon release times.

Secondary Workshops

- Secondary Workshops were held for one full day at the Fulton Resource Center on the following dates:

  Wednesday, October 13
  Wednesday, November 3
  Wednesday, December 1

  These Workshops were attended by counselors, teachers, media specialists from schools throughout the district. Invitations were made to private and parochial schools as well.

  Ten other secondary workshops were held in buildings upon request from building staffs. These programs were held mainly during Tuesday release time.

  One of the workshops was held at Regina High School for one-half day and participation was with three Catholic high schools.

D. Results and Accomplishments (continued)

2) Curriculum Development (K-12)

- The Career Education staff has been involved in the development of a series of units that fit our career development framework. These units have utilized the Career Development Stages of the University of Minnesota (See Appendix A) and the five major elements that the project staff have compiled (See Appendix B) and used the last three years.

The units developed are complete but not all have been disseminated at this time.

Grade Level	Description	Disseminated
1	School Workers	No *
1	The Five Senses	No *
2	Community Workers	No *
5	I'm Glad I'm Me	No *
5	Immigration	No *
7	Life Styles & Careers	No *
9	Career Education Unit	Yes
9-12	Holmes Unit for Pregnant girls	No *
9-12	The High School Years and Beyond	No
10-12	Secondary Center Unit	Yes

*To be sent under separate cover

3) Career Center Aides and Volunteers

Secondary Aide

- The Secondary Aide for our project has continued to share her time between our Fulton Career Center and West High School. A large number of activities have occurred at West High School this year which are directly attributable to this aide. One such program is found in Appendix C, entitled Health and Physical Education Careers Day.

Elementary Aide

- The Elementary Aide worked full time at the Fulton Resource Center. Her main duties were to organize and distribute materials from this center directly to teachers. The success of this operation is reported in the evaluation report by Educational Management Services. She also participated in all elementary workshops by giving ideas on material use and explaining bibliographies of materials.

Volunteers

- A few of the secondary schools are using community volunteers to staff the Career Centers in their buildings. The most successful program has been the involvement and program at Washburn High School. The project staff was directly involved in setting up this center and

D. Results and Accomplishments (continued)

Volunteers (continued)

helping to in-service the volunteers for the center. This school has had over twenty community volunteers this past year.

4) Other Workshops

- The project staff has been involved in eleven other workshops for schools besides the nine formal programs held at Fulton School. These workshops were requested by school staffs. They were conducted in the individual schools. Certain workshops had participation by more than one school at a time. These programs usually occurred on Tuesday early release time.

5) Mini-Career Fairs

- These programs were held in individual schools in place of the large career fairs held during the first two years of our project. These programs were sponsored by the Chamber of Commerce, Guidance Department and the Career Education Project. This year, Fairs were held at North High, Regina High, Phillips Junior High, and West High. The Regina program was the largest and involved three schools and over 450 students. The Chamber is in favor of continuing this model for Career Fairs in 1977-78.

The staff at Holmes School for Pregnant Girls sponsored a Career Day on May 12, 1977. This program was attended by our staff and we gave a presentation. It was a unique program because of the special needs of the students served. This activity will be included in the Holmes unit now being printed. (See Appendix D)

6) Personnel Development

- The project staff participated in a variety of programs and conferences related to Career Education.

Project Administrator

- Attended and presented at the National Career Education Conference in Houston, Texas on November 8 - 11.

- Attended and presented information to the Minnesota Task Force on Career Education during November and December.

- Served as a member of the Committe On Career Education for the Minnesota's Counselors Association.

Career Specialist

- Attended the Houston Conference.

- Serves presently on a State Task Force Committee that is drawing up goals for the state plan on Career Education for Minnesota.

- Attended a two week intensive workshop on Futures' Education as it relates to Career Development.

D. Results and Accomplishments (continued)

7) St. Paul/Minneapolis Project Cooperation

- The two staffs have been actively involved in planning programs, sharing materials, participating together at workshops and writing proposals for funding. The St. Paul staff has also participated actively in the development of the elementary units sent under separate cover. It is hoped that the foundation of this cooperation will continue now that the formal project is ending.

8) Advisory Committee

- This year's advisory committee met to discuss and draw up recommended actions for continuation of the Career Education Program. These written recommendations were presented to the Board of Education in the third quarterly report and emphasized again at the Board of Education presentation made by the project on June 28 (See Appendix E).

9) Dissemination Activities

Career Ed-itions Newsletter

- The elementary and secondary staffs received three copies of this newsletter which was the official newsletter of the project. It was printed every other month to update staff on new materials, methods, workshops, or other helpful Career Education ideas. The Career Specialist wrote the elementary newsletter and the Project Administrator, the secondary newsletter. Example copies can be seen in any of the Quarterly Reports for 1976-77.

TV Program in September

- This program emphasized the Minneapolis Career Education Programs in 1975-76. It was shown over Channel 2 on September 14, 1976. Over 2,000 staff members from Minneapolis viewed the program. The fall and winter workshops received enough applications to fill the workshops through the interest generated by this program. Two video tapes were made of the program for use in presentation during the year and at other workshops.

Article in Update Newspaper

- This article was written about the joint project. It appeared in the official newspaper of the Minnesota Department of Education in April, 1977. This newspaper has a circulation to every educator in Minnesota. It emphasized the major activities of St. Paul and Minneapolis. The cooperation between the two largest districts was emphasized as being an important component of this particular project. (Sent under separate cover with third quarter report).

D. Results and Accomplishments (continued)

Article in Christian Science Monitor

- The article on Action Learning, which appeared in the special edition "Careers for the 80's", was written by Marcia Youngman of the Minneapolis Chamber of Commerce. Technical assistance and materials were provided by Gail Tronnes, Career Specialist with our project. This article received national distribution. (Sent under separate cover with third quarter report).

Articles in East, West, North Area Newspapers

- Each of these areas have given excellent coverage to a number of Career Education activities by our project, other departments and individual schools. A number of these articles appeared in the Quarterly Reports written during 1976-77.

10) Business/Industry/Labor Cooperation

- The project staff continued to serve on the Chamber of Commerce committees for Guidance and Career Education, Vocational Education and Action Learning. A number of activities, such as the Career Fairs, were actively supported by the project staff.

The National Alliance of Businessmen have established a Work Education Council for Minneapolis. The Project Administrator serves on this council as a representative ot the Teacher Federation Local #59. The Chairperson for this council, Ms. Joyce Fuller, has been very supportive of Career Education, as shown in her remarks to the Board of Education on June 28, 1977. (See Appendix F).

The Chamber of Commerce, National Alliance of Businessmen, Guidance Department, and Career Education Project jointly sponsored a Business Education Seminar on June 20-23, 1977. This seminar was attended by thirty-five staff members from throughout Minneapolis. The program is very popular and will be expanded and presented again next summer. Other such programs are being looked at for the coming school year. (See Appendix G).

11) Career Centers

- New career centers have opened at Washburn High School, under the direction of the Guidance Department, with staffing being furnished by community volunteers.

Two centers at the Work Opportunity Center and Phillips Junior High are in the process of being set up and should be operational in September, 1977.

All career centers in the city have received materials or technical assistance in some way from the Career Education Project.

D. Results and Accomplishments (continued)

12) Elementary and Secondary Instructional Materials Centers

- The Fulton Career Center has contained materials for use on a K-12 basis. These materials were actively used by over 500 requests for these materials during 1976-77. In addition, thousands of individual materials were distributed to individual students or schools for use and permanent resource. The Fulton Resource materials will be transferred entirely to a new center at Vocational this summer. This location will provide a more central location for the center and provide easier access throughout the school district.

13) Special Education Programs

- The program, Project Price, has been actively involved at the secondary level in providing materials and programs for special education students in Career Development. This program is a joint effort of the Minneapolis schools and the University of Missouri (Project Headquarters). Our staff participated in workshops last year and supported the schools involved in the project through our workshops and materials this year.

- The Secondary Centers Program has just hired three support teachers for special needs students to help them take an active part in the Vocational Secondary Centers programs. These teachers met with our staff to discuss career education and have used some of our Resource Center materials. They will be housed at Vocational so the Resource Center will be easily accessible for their use.

14) Vocational Education

- The project staff has continued a close and on-going correspondence and cooperation with Vocational Education.

- The Project Administrator has met frequently with the Director of Vocational Education to update him on programs and directions for Career Education.

- The Project Administrator met with a number of secondary center teachers to explain the use of the Secondary Center Unit as it relates to Career Education.

- Mr. Richard Banks, Fiscal Director for Vocational Education, meets with the Project Administrator regularly in dealing with the budget.

- A number of vocational teachers have attended the fall and winter workshops.

- The Fulton Resource Center will be transferred to Vocational where the materials will be used by Vocational Education as well as other district staff.

- The Director of Vocational Education and staff will continue to take an active part in formulating and giving direction to future Career Education programs.

D. Results and Accomplishments (continued)

15) Private Schools and other Districts

- The project continued close cooperation with a number of private schools. This cooperation involved workshops for these schools, mini career fairs and sharing of materials on career education. A letter was received by the Project Administrator attesting to the fact of the close cooperation during this project. (See Appendix H).

- The project has continued to send materials and units to other districts as requests were made and materials were available. We have been in close contact with districts around us who are actively involved in career education. One such district is Robbinsdale, who has been a leader in Career Education Programs. (See letter on cooperation in Appendix I).

16) New Proposals for Career Education

- The Project Administrator has been actively involved in seeking additional funding for the program after June 30, 1977. The following sources have been contacted:

1. Committe on Quality Education (C.Q.E.)

This committee distributes state funds for new and innovative programs. A pre-proposal was sent to them for our program in February, but we received word in April that funds were not available for the Career Education Program we had submitted.

2. State Legislation for a Twin City Career Center

The joint project staffs drew up and submitted a proposal to certain legislators to help fund a Twin City Career Education Center, utilizing the present staff of both cities. This proposal showed some interest on the part of legislators, but was tabled in committee as the current session ended.

3. Proposal to Dr. Kenneth Hoyt in the Career Education Office

A formal proposal was submitted for a new curriculum thrust for career education in Minneapolis. This proposal was submitted on February 15, 1977. A letter was received on June 24, 1977 saying this proposal was not funded. A letter requesting information on why it was not funded has been submitted to Dr. Hoyt's office.

4. Local Funding

A request for local funding was submitted to the Board of Education on April 15. A presentation on the project was also made to the Board on June 28, 1977. At the present time the Board is considering alternatives for career education which will be discussed in the body of the report.

D. Results and Accomplishments (continued)

17) Departmental Cooperation

- The Minneapolis project staff has been fortunate in having the involvement and support of a number of different departments in Career Education activities.

- Ethnic Cultural Center - The Career Specialist spent three days at this Center discussing methods for inclusion of a multi-racial approach in the elementary unit development. The staff at the Center reviewed the final draft of the elementary material.

- Women's Studies - This department has been actively involved in putting on programs and developing material on sexism.

  They participated with our staff in two specific programs: one involved a program on sexism and career education involving three elementary schools; another program called "Have It Your Way" was sponspored by our local Y.W.C.A. and Women's Department with assistance from our project. This program was discussed in detail in the third quarter report.

  This department has a number of units on women and the work world which they distribute and demonstrate in the schools K-12.

- Guidance and Counseling - The three area counselors have been involved with us in sponsoring Chamber programs like the mini-career fairs, Action Learning programs and Business Education seminars. These three persons are the same as three more active persons in Career Education.

  The Group Guidance Project has just completed the revision of the booklet called "Looking At High School and Beyond". This booklet provides every Minneapolis student with a guide to educational and job opportunities in our area. The booklet is now at the printers and will be distributed in September. The program has continued to use a number of ideas and activities that were shared by our project staff.

- Social Studies - The new elementary units will be an integrated part of the social studies curriculum.

  The 7th grade unit called Life Style Development was a joint effort funded by this department and the Career Education Project.

  The Holmes unit for pregnant girls was a joint effort of Social Studies, Career Education and Guidance. Both these units are now in print and will be ready for distribution this fall.

- Mathematics - This department put together brochures and posters on relating Mathematics to Careers. The project staff gave them technical advice and materials to use in putting together these materials. (Sent under separate cover with units).

D. Results and Accomplishments

17) Departmental Cooperation (continued)

- Modern Languages - The consultant for this department has taken an active role in relating Modern Languages to Career Development. A very successful Modern Languages Career Day was held at West High School on March 24, 1977. Two schools sent students to this program and involved over 300 junior and senior high students. The consultant and our Secondary Resource Aide did the majority of planning and organizing for this program. This program can serve as a model for other schools next year.

E. Evaluation

- Joint meetings between St. Paul and Minneapolis were held in August and September to determine evaluation. It was agreed that the Minneapolis component and St. Paul component would be evaluated separately in a majority of activities. The Minneapolis evaluation was on-going throughout 1976-77 and concluded with evaluation materials being given to Educational Management Services no later than May 15, 1977. This report will be submitted under separate cover.

F. Conclusions and Recommendations

- The Minneapolis Project staff has been involved in a district wide thrust this past year. This involvement has meant a greater number of workshops, career fairs, curriculum units developed, and community participation.

- The formal workshops held in October, November, December, and January involved over 236 teachers and counselors from elementary and secondary schools. Other workshops have involved another 555 staff in career education awareness and action programs.

- The curriculum effort has seen the development of materials at grades 1, 2, 5, 7, 9, 10-12. Two specialized units are related to 7th grade social studies and a program for pregnant students.

- This year has also been highlighted by more active involvement by other departments. The Mathematics Department has created some new materials relating Mathematics courses to careers. The Women's Studies Department has been involved in Career Fairs, making recommendations on curriculum development and continuing development of materials that are non-sexist but career related. The Ethnic Cultural Center gave valuable advice on the unit relating careers and immigration (Grade 5).

- The business, industrial and labor communities are taking more active roles through the establishment of the Work Education Council. This Council is very supportive of Career Education. It was recently established under a special grant through the National Alliance of Businessmen. Minneapolis was one of five cities picked to establish a Council under N.A.B. The Minneapolis Chamber of Commerce will be expanding its role in Career Education, both in programs and personnel for the coming year.

- The Minneapolis staff will be involved in a number of programs and committees to help give direction and support for all the new programs in Career Education. This involvement will be determined by what direction the current Career Education Program will be recommended for continuation by the local administration.

III. BODY OF THE REPORT

A. Problem Area Toward Which The Project Was Directed

The Minneapolis Public Schools were interested, in 1974, in establishing a Career Education Program to bring together the many diversified interests in the Career Education concept.

The following needs were apparent at that time:

1) At the elementary level, there was not an organized program of concepts, activities and curriculum in Career Education. Those activities on-going were scattered and not tied to a developmental program in Career Education.

2) At the secondary level a few schools had established Career Centers with limited programs and student participation. There was a 9th grade unit of Career Development that was being used as an elective and the unit itself needed revision, especially in areas of sex stereotyping.

3) There was strong community interest from organizations such as the Chamber of Commerce and Explorers for a more intense and broader involvement in bridging the gap between school and the work world.

4) Many parents were concerned that students in Minneapolis were not aware of the many educational and job opportunities open to them. The 1972 M.S.A.T. Test given to seniors in high school showed that a majority of them were unaware of over 90% of jobs they were qualified to enter.

Support for this particular project came from many departments within the district, especially from Guidance, Social Studies and Vocational Education. These departments were instrumental in writing up the original proposal to deal with the needs outlined.

It was felt that by having the two districts of St. Paul and Minneapolis work together that we could avoid duplication of efforts in developing in-service programs and creating curriculum materials. The Minneapolis component of the project would focus on in-service programs and St. Paul would develop curriculum packages. Both districts have broadened their base from the original focus to involve a wide spectrum of activities related to Career Education.

B. Goals and Objectives of the Project

The goals and objectives have remained the same for the project the last three years. The project grew in the number of schools and individual participation each year. The goals and objectives are the same as those contained in the Summary Section of this report.

C. General Project Design and Procedures Followed

The main focus of the Minneapolis component in the third year was to expand the in-service programs to teachers and counselors district wide.

The Career Education Conference on August 25 and the television program on September 14 were used to create interest in participation in the fall and winter workshops.

Selections for the workshops were made so individual schools were represented by counselor/teacher teams, or a key person was selected for participation. In this way, each school had "prime mover" teachers who helped the project implement career related activities or helped to set up additional workshops later in the year.

The project staff continued programs and workshops in individual schools especially during January through March of 1977.

During the months of April - June, the project concentrated on three main thrusts:

1) Development of five elementary units of instruction and two secondary units relating to special student interest.

2) Completion of evaluation efforts for teachers, counselors and students.

3) Seeking and writing proposals for continuation funding for Career Education.

The private schools in our district were invited to participate in these workshops. They were also sent copies of all the materials developed by the project.

The project staff has submitted recommended programs to our local administration for funding. In addition, support has been made by our Advisory Committee, Work Education Council, and the Chamber of Commerce for continuing the efforts made by our Minneapolis staff.

D. Results and Accomplishments of the Project

The summary of this report contains the outline of main activities carried out by the Minneapolis component. We will list the original objectives for this year and relate them to the activities completed during 1976-77. In so doing, we can efficiently summarize the third year's results and accomplishments.

Objective I - To establish a framework for the infusion of career development into the existing curriculum.

The Minneapolis project staff in developing units of instruction have used the career development framework taken from Educating for Career Development, by Antholz, M., Hansen, T., Klaurens, M., and Tennyson, Wesley.

This framework simplifies the career development process by listing the life stages a person moves through. The framework is listed as follows:

The Career Development Curriculum Career Management Tasks

Attending Stages - Grades K-3

1. Awareness of Self
2. Acquiring A Sense of Control Over One's Life
3. Identification With Workers
4. Acquiring Knowledge About Workers
5. Acquiring Interpersonal Skills
6. Ability to Present Oneself Objectively
7. Acquiring Respect for Other People and the Work They Do

Responding Stage - Grades 4-6

1. Developing a Positive Self Concept
2. Acquiring the Discipline of Work
3. Identification With the Concept of Work As A Valued Institution
4. Increasing Knowledge About Workers
5. Increasing Interpersonal Skills
6. Increasing Ability to Present Oneself Objectively
7. Valuing Human Dignity

Asserting Stage - Grades 7-9

1. Clarification of A Self-Concept
2. Assumption of Responsibility for Career Planning
3. Formulation of Tentative Career Goals
4. Acquiring Knowledge of Occupations, Work Settings and Life Styles
5. Acquiring Knowledge of Educational and Vocational Resources
6. Awareness of Decision-making Process
7. Acquiring A Sense of Independence

D. Results and Accomplishments of the Project (continued)

Organizing Stage - Grades 10-12

1. Reality Testing of A Self Concept
2. Awareness of Preferred Life Style
3. Reformulation of Tentative Career Goals
4. Increasing Knowledge of and Experience in Occupations and Work Settings
5. Acquiring Knowledge of Educational and Vocational Paths
6. Clarification of the Decision-Making Process As Related to Self
7. Commitment With Tentativeness Within A Changing World [1]

This kind of conceptual system provides a framework for writing instructional objectives and developing career exploration experiences and learning activities . The framework has matched very closely the five elements of Career Education that our staff has used to fit all career education activities during the project.

Career Education Elements for the Minneapolis Public Schools

Process:

I. Self-Awareness
II. Decision Making
III. Inter-Personal Skills

Content:

IV. Career Awareness
V. Futurism

These elements have served teachers and counselors this year in being able to infuse Career Education concepts into their curriculum. (See Appendix B).

Gail Tronnes, Career Specialist, was selected as one of five persons to develop goals and objectives for the state Career Education Plan. She is the only female and elementary representative on the committee. The group compiled six main elements with supporting objectives by K-3, 4-6, 7-9, and 10-12 grade levels. These elements are very similar in content to our original five.

(1) Antholz, J., Hansen, T., Klaurens, J., Tennyson, Wesley. Educating For Career Development, St. Paul, Minnesota, 55101: Pupil Personnel Services, Division of Instruction, Minnesota Department of Education, 550 Cedar Street, 1975; p. 75.

D. Results and Accomplishments of the Project (continued)

Objective II - To establish a career guidance program designed to complement the curriculum in developing in each student positive attitudes about the world of work and assisting the student in developing career decision making skills.

The project staff was involved in the development of the booklets by the Guidance Department and Social Studies Department entitled "Looking At High School" and "Looking Beyond High School". These materials have been sent previously under separate cover. They were distribu ted and used with all students in grades 9-12 (15,000).

At this time the material is being revised and will be placed into one booklet called "The High School Years and Beyond". The goal is still to provide senior high students, in social studies classes, information about all the educational and occupational options open to them during their high school years and after high school graduation.

MINNEAPOLIS PUBLIC SCHOOLS

SIMON SEZ . . .

LOOK FOR THIS IN THE FALL

JUNE ISSUE

THE HIGH SCHOOL YEARS

AND BEYOND...

A GUIDE TO HELP YOU PLAN YOUR FUTURE

D. Results and Accomplishments of the Project (continued)

The Minneapolis schools have three resource counselors, each of whom represents one of the three areas. One of their main jobs is to implement and assist programs in Career Education. Our staff has worked closely with them in sponsoring career fairs, business education seminars and career center development. Their collaboration has been such that they are like three additional staff persons in Career Education. These area counselors will continue to work in many areas of career education in 1977-78.

Each secondary school has established a career center. Most of the centers are centrally located by the Guidance Offices and are supported actively by the counselors of each school. The schools themselves develop programs to enhance career opportunities for their students. Our staff has been called upon mainly for assisting, technical advice and recommending certain materials for purchase for the centers. Much of the interest in career centers has come through the background given to counselors by the Career Education Project.

We can say without reservation that the Guidance Department sees Career Education as a top priority activity for counselors in Minneapolis Public Schools. The same feeling can be seen by counselors in a number of the private schools we have collaborated with the past few years.

Objective III - To provide teachers and staff with in-service training which prepares them to implement in their own classrooms career education techniques, concepts and materials.

This past year, the project sponsored a number of workshops at the Fulton Resource Center and sponsored a number of in-service programs in individual buildings. These programs are all listed in the tables and illustrations section of this report.

Over 775 staff members participated in these in-service programs this year alone. These teachers and counselors, in turn, made over 500 requests for materials and units from the Fulton Career Resource Center.

The in-service programs were quite different in the agenda followed to meet the special needs of the participants.

In addition, there were workshops planned to community volunteers who were being trained to staff some of the in-school career centers.

The development of curriculum units were a direct result of teachers and counselors being involved in these in-service programs.

D. Results and Accomplishments of the Project (continued)

Objective IV. - To train a cadre of teachers and counselors who act as staff members for continued in-service training of other teachers and counselors in the district.

The three area resource counselors have become key persons in sponsoring career related programs for other counselors and school involvement within their designated areas. Our staff has worked with them on a number of joint programs, including career fairs and business education seminars.

The elementary workshops have two teachers who are especially expert in their ideas and methods for using career education. They participated in the formal workshops and have also been involved in individual school programs.

At the secondary level, there are a number of teachers in each subject area that are called upon to share ideas and materials with teachers from their subject.

This fall, there are plans for having an in-service for teachers in using the new curriculum units. These programs will involve the teachers who did the actual writing of these units.

It will be recommended that the present cadre continue to have an active roll in the development of new and better career education methods and activities.

Objective V - To provide teachers and students with current and comprehensive information regarding careers, life styles and career opportunities.

Providing current, pertinent information to teachers and students continues to be one of our major efforts. This involves previewing of as much new commercial material as possible. Materials were purchased or recommended based on the following evaluation criteria. (see next page)

EVALUATIVE CRITERIA
FOR
GUIDANCE MATERIALS

NAME _____

SCHOOL _____

TITLE _____ AUTHOR _____ GRADE LEVEL

- ☐ Elementary
- ☐ Junior high
- ☐ Senior high

PUBLISHER _____ COPYRIGHT DATE _____ COST _____

Would you recommend this material for listing in the selected list? __yes __no If yes,
essential? ___ desirable? ___ optional? ___

Is the material multi-racial, multi-ethnic, non-sexist, multi-cultural?

yes	☐	☐	☐	☐
no	☐	☐	☐	☐
Not applicable	☐	☐	☐	☐

TYPE OF MATERIAL

- ☐ Pamphlets
- ☐ Soft cover books
- ☐ Hard cover books
- ☐ Tapes - reel
- ☐ Tapes - cassette
- ☐ Play-media, i.e. puppets
- ☐ Posters
- ☐ Filmstrips
- ☐ Multi-media kits*
- ☐ Games
- ☐ Transparencies
- ☐ Other _____

NATURE OF MATERIAL

- ☐ Permanent
- ☐ Temporary (one year or less)
- ☐ Handouts
- ☐ Other _____

** If components differ in quality, make note under COMMENTS*

USAGE

- ☐ Counselor with Teacher
- ☐ Counselor with Classroom
- ☐ Student only with counselor help
- ☐ Student with some help from counselor
- ☐ Student with teacher
- ☐ Student with para-professional
- ☐ Student may use independently
- ☐ Counselor or teacher use only
- ☐ Other _____

WHAT IS THE FOCUS

- ☐ Educational planning
- ☐ Vocational and career
- ☐ Study skills
- ☐ Military options
- ☐ Human relations
- ☐ Drugs/Alcohol
- ☐ Teacher in-service
- ☐ Parent communications
- ☐ Other _____

- ☐ Human Development
- ☐ Conflict Resolution
- ☐ Values
- ☐ Decision Making
- ☐ Family Change
- ☐ Peer Counseling

****

- ☐ May be used for group counseling or guidance
- ☐ Useful only on one-to-one basis
- ☐ Other _____

DIFFICULTY LEVEL ___Easy ___Average (For student materials) ___Difficult

Is the material of a controversial nature? ___Yes ___No

If yes, comment below.

CONTENT	GOOD	FAIR	POOR
Accuracy	☐	☐	☐
Organization	☐	☐	☐
Interest level	☐	☐	☐

PHYSICAL QUALITY	GOOD	FAIR	POOR
Durability	☐	☐	☐
Over-all attractiveness	☐	☐	☐
Type size	☐	☐	☐
Ease in handling	☐	☐	☐
Quality of reproduction	☐	☐	☐

What additional equipment is needed to use this? _____

****

COMMENTS: _____

D. Results and Accomplishments of the Project (continued)

Objective V (continued)

We are extremely sensitive to material that reflects sex or racial stereotyping. Letters are often sent to publishers with rejected materials if they are sexist or racist.

Another important area is employment trends. Information is gathered from employers as well as from articles and then relayed to teachers.

In addition to meeting personal requests for information from the resource centers, newsletters with additional general information were sent to all teachers and counselors who had participated in our workshops.

Objective VI - To facilitate cooperation between teachers, counselors and administrators in providing a career oriented program for students.

The project staff has continued to meet with individual administrators, or presentations to groups of administrators, to keep an up-date for them as to career education directions in the Minneapolis schools. This year started with the conference on August 25, 1976 that brought together over 250 administrators and counselors.

Each of our quarterly reports were sent to over sixty major administrators in our district.

The teachers and counselors who participated in our workshops received approval from building principals to participate and bring back ideas and materials to try in the schools. Many of these teachers, in turn, had our staff do workshops in individual buildings.

At the secondary level, counselors and teachers worked with us in planning workshops, career fairs and career centers. The fall and winter workshops were planned so counselors and teachers would attend together for closer cooperation. Each school was encouraged to send a team of at least one counselor and four teachers to the workshops.

Objective VII - To facilitate cooperation between schools, community and manpower agencies in providing career-oriented programs for students.

The Career Specialist continued to serve as the In-School representative for the Explorer Scouting Executive Committee. Since no new schools have been added to their program from Minneapolis, she has been involved in a massive evaluation of the total Explorer Program. Basically, the evaluation is intended to review purpose, set priorities and request two additional staff people for the Explorer team.

D. Results and Accomplishments of the Project (continued)

Objective VII (continued)

The Chamber of Commerce has extended the Action Learning Program boundaries by hosting a luncheon for West Suburban Chambers, schools and business in an attempt to explain the program and bring interested parties together. The Career Specialist is serving as a representative on the Action Learning Committee. She is involved in a sub-committee of that group who are writing two booklets on the "Nuts and Bolts" and "How To Do It" of Action Learning for business, students and teachers.

The Project Administrator serves on the Guidance and Career Education Committee of the Chamber. This committee has been active in sponsoring mini-career fairs for any school in Minneapolis. This year, seven schools sponsored career fairs through this committee. The committee also co-sponsored the summer business education seminar which the Project Administrator was co-leader.

The National Alliance of Businessmen established the Minneapolis Work Education Council in February under a special grant from the Department of Labor. The Project Administrator currently serves on this committee as a representative for the Federation of Teachers. Our project has made two presentations to this committee, in April and again in June, on Career Education. (See Appendix J). As this committee begins its goal setting and activities, Career Education will be one of its major emphases.

We continue to get requests from individual companies who want to get involved with education to help students in their career planning. Our project has encouraged and assisted companies in dealing with appropriate school departments or setting up programs through the project.

The Minneapolis Schools are fortunate to have the three area counselors who also work on career programs with business, industry and labor. In addition, the Community Resource Volunteer program will be expanded next year to include the secondary schools. This has been one of our project's recommendations since we started.

Objective VIII - To identify and adapt curriculum materials which fit the career development framework.

In addition to the previewing and purchasing of commercial materials as previously mentioned, a considerable amount of time has been spent in development of local teacher-made materials. The materials fit into the framework of our original elements.

The elementary materials are based on a thematic approach using interrelated curriculum. Experienced elementary teachers compiled the activities based on successful classroom experiences, hands-on exercises for students, and developmental theory. In addition to interrelated curriculum, these units emphasize the breakdown of sex and race stereotyping (units sent under separate cover).

D. Results and Accomplishments of the Project (continued)

Objective VIII (continued)

The secondary material also follows the five major elements of Career Education we use in Minneapolis. Other materials from St. Paul and other projects will be used where they are useful and appropriate. All of these units and materials are printed on bibliographies which were up-dated this spring and will be ready for mass distribution this fall.

E. Evaluation of the Project

The evaluation is to be completed as a joint effort with the St. Paul Project by Educational Management Services, the third party evaluator, now under contract. This report to be submitted under separate cover from this narrative final report.

F. Conclusions, Implications and Recommendations for the Future

The Project Staff feels that the major objectives for the 1976-77 school year have been reached and exceeded. The Career Education Project has impacted the entire district in various degrees of participation. The Tables and Illustrations section of this report give a detailed breakdown of programs and participants by area and school.

The Resource Center at Fulton will be moved and reestablished at Vocational. This location is more centrally located to the entire district. The Vocational building, located in downtown Minneapolis, is the headquarters for the Secondary Center programs and currently houses the A.V.T.I. until the new building is completed. This building also contains a number of special learning centers which will be implemented this coming school year. The staffing for the Resource Center has not been determined at this time.

The Area Resource Counselors will continue to be actively involved in Career related programs through the Guidance Department. The booklet, "Looking At High School And Beyond" will be distributed to students this fall. This booklet will continue to be undated in the next year. The Area Counselors will be making active use of the materials in the Career Resource Center.

The Minneapolis Chamber of Commerce will be funding a number of programs and positions as it has established Career Education as one of its priorities. (See Appendix K for its recommended Career Education Program).

These programs and staff will expand the career fair concept, action learning programs, career clubs, school pairings, and other related Career Education activities.

The Career Education Program for Minneapolis has been placed under the responsibility of Dr. William Phillips, Curriculum Director for the Minneapolis Schools. Dr. Phillips will be convening a committee made up of representatives from Guidance, Social Studies, Community Resource Volunteers, Vocational Education and Media Services to draw up short and long range plans for Career Education in the Minneapolis Schools. The current project will not continue under its present staff or project objectives. It is recommended

F. Conclusions, Implications and Recommendations for the Future (continued)

at this time that a program be continued that will best serve the interests of Minneapolis students, using the current Project to build the program from where we currently are operating.

The Minneapolis Schools currently cut over five million dollars from its operations budget next year so the current Project was not picked up locally with its present operating budget.

The Work Education Council will be working toward an active Career Education program for the city. At the present time, goals and activities are being drawn up. This committee could have a large impact in community action through Career Education.

The state of Minnesota is currently completing the long range goals and objectives for Career Education in Minnesota. The Career Specialist is serving on this committee at present. The Project Administrator is also serving on the Committee for Career Education for the Minnesota Counselors' Association. The state plan will be implemented this fall. The program has not been determined at this time. We have felt that our Project was one more motivating force that finally persuaded the State of Minnesota to establish a permanent Career Education Program.

The recommendations for a Career Education Program have been submitted to the Board of Education by our Advisory Committee, Work Education Council, Educational Management Services, and the Project staff. (See Appendixes E and F).

IV. THE CAREER DEVELOPMENT CURRICULUM CAREER MANAGEMENT TASKS

I. CAREER MANAGEMENT TASKS OF THE PRIMARY YEARS

1. Awareness of self
2. Acquiring a sense of control over one's life
3. Identification with workers
4. Acquiring knowledge about workers
5. Acquiring interpersonal skills
6. Ability to present one's self objectively
7. Acquiring respect for other people and the work they do

II. CAREER MANAGEMENT TASKS OF THE INTERMEDIATE YEARS

1. Developing a positive self-concept
2. Acquiring the discipline of work
3. Identification with the concept of work as a valued institution
4. Increasing knowledge about works
5. Increasing interpersonal skills
6. Increasing ability to present one's self objectively
7. Valuing human dignity

III. CAREER MANAGEMENT TASKS OF THE JUNIOR HIGH YEARS

1. Clarification of the self-concept
2. Assumption of responsibility for career planning
3. Formulation of tentative career goals
4. Acquiring knowledge of occupations, work settings and life styles
5. Acquiring knowledge of educational and vocational resources
6. Awareness of decision-making processes
7. Acquiring a sense of independence

IV. CAREER MANAGEMENT TASKS FOR THE SENIOR HIGH YEARS

1. Reality testing of a self-concept
2. Awareness of preferred life styles
3. Re-formulation of tentative career goals
4. Increasing knowledge of and experience in occupations and work settings
5. Acquiring knowledge of educational and vocational patterns
6. Clarification of the decision-making process as related to self
7. Commitment with tentativeness within a changing world

V. CAREER MANAGEMENT TASKS OF THE POST-HIGH YEARS

1. Re-assessing and clarifying self
2. Exploration of preferred occupational and life style alternatives
3. Acquiring information seeking and processing skills
4. Developing competency and interpersonal skills to relate to work organizations
5. Making a tentative commitment to the next stage
6. Acquiring responsible independence and the skills to manage change in self and society
7. Creative application of management skills to life roles

*Tennyson, W. W.; Hansen, L. Sunny; Klaurens, M. S.; and Antholz, N.B. *EDUCATING FOR CAREER DEVELOPMENT*. St. Paul, Minnesota 55101: Pupil Personnel Services, Division of Instruction, Minnesota Department of Education, 550 Cedar, 1975, P. 75.

Minneapolis Public Schools

CAREER EDUCATION ELEMENTS

PROCESS

I. Self-Awareness

Self-awareness refers to knowledge of self that will enable an individual to make career decisions. This "element" can be further broken down into the following sub-components:

- to relate one's interests, aptitudes, achievement, and physical characteristics to the realization of one's career aspirations
- to understand and accept uniqueness of self, and past and future change
- to understand the environmental forces which influence one's development
- to understand the relation of self to values
- to understand the importance of self-knowledge in developing self-goals

II. Decision Making

Decision making refers to the skill of applying one's knowledge to a rational process of career choice. This "element" can be further broken down into the following sub-components:

- the ability to relate career goals to the process of making career decisions
- the ability to identify, gather and apply information
- the ability to identify and select alternatives, and to use them in making decisions
- the ability to accept the consequences of career decisions

III. Development of Inter-personal Skills

This refers to the ability to get along with others. This "element" can be broken down into the following sub-components:

- recognition of one's responsibilities involved in accepting a job/task
- the ability to be tolerant and flexible
- awareness or sensitivity to the needs of others
- development of good listening skills
- the ability to deal with suggestions and evaluations regarding a given task or work-related performance
- the ability to understand the implications in independent, team and supervised situations
- the ability to demonstrate cooperativeness in a job/work situation

CONTENT

IV. Career Content

Career awareness, career orientation, career exploration and career preparation refer to the understanding of the characteristics of the World of Work that determine one's life career decisions. These "elements" can be further broken down into the following sub-components:

A. Career Awareness

- the ability to understand the relationship of one's career to one's life style
- the ability to understand the variety and complexity of careers in the World of Work
- recognition of specific abilities and skills required for careers

B. Career Orientation

- the ability to identify and utilize career resource people and information
- recognize abilities and skills required for various career clusters
- recognize the influence of different environments
- the ability to understand the inter-relationships of careers in meeting societies' goals, needs and functions (social value of work)

C. Career Explorations

- job observations
- work interviews
- work experience
- recognition of the various means of educational preparation for a career
- ability to understand that "career" involves progressive stages of preparation

D. Career Preparation

- the acquisition of specific skills needed for work
- placement in a program for future training

V. Preparing Students for the Future

Preparing students for the future refers to the preparation of students for a meaningful transition from school into the world of work. This includes:

- the awareness of the impact of the rate of change on the world
- the ability to see how one's career choice may affect future life style
- the ability to identify the changing meaning of work in one's life in relation to other values
- the background for placement into technical/vocational training, college, job, military
- the ability to predict the implications of future changes in a particular occupational choice
- the ability to recognize the importance of the transferability of skills in light of technological and automation changes

Appendix C

WEST HIGH SCHOOL

Health and Physical Education Careers Day
May 3, 1977

Coordinator:
Sharon Bennett, Career
Resource Aide

NAME	CAREER AREAS
A. Sharon Ireland	Life guarding, swim coach, golf pro, caddy, groundskeeping
B. Ervin Inniger	Basketball coach for Augsburg College, professional basketball, coaching
C. Daniel Stoneking	Minneapolis Star - Sports reporting
D. Al Shaver	North Stars Hockey - Professional hockey
E. Autrey Beamon	Minnesota Vikings - Professional football
F. Gail Dark	Malkerson's Stables, Riding Instructor, Careers with horses
G. Sharon Koll	Minneapolis Y.W.C.A. - Careers with Y.W.C.A. and Y.M.C.A.
H. Kathy Aby-Neilsen	Public Health Dept. - Nursing
I. Jerry Moen	North Memorial Hospital - Ambulance Paramedic
J. Ellen Elden	U of M Hospitals - Recreational therapist
K. Pam Lewis	U of M Sciences - Health Careers
L. [Ruth Freedman [Jim Swanson [[Jan Hyllestad	St. Mary's Junior College - Health Careers Minnesota Vocational Technical Schools Health & other training programs
M. Pam McGilvery	Minneapolis AVTI - Foods classes recruiter

WEST HIGH SCHOOL

Health and Physical Education Careers Day
May 3, 1977

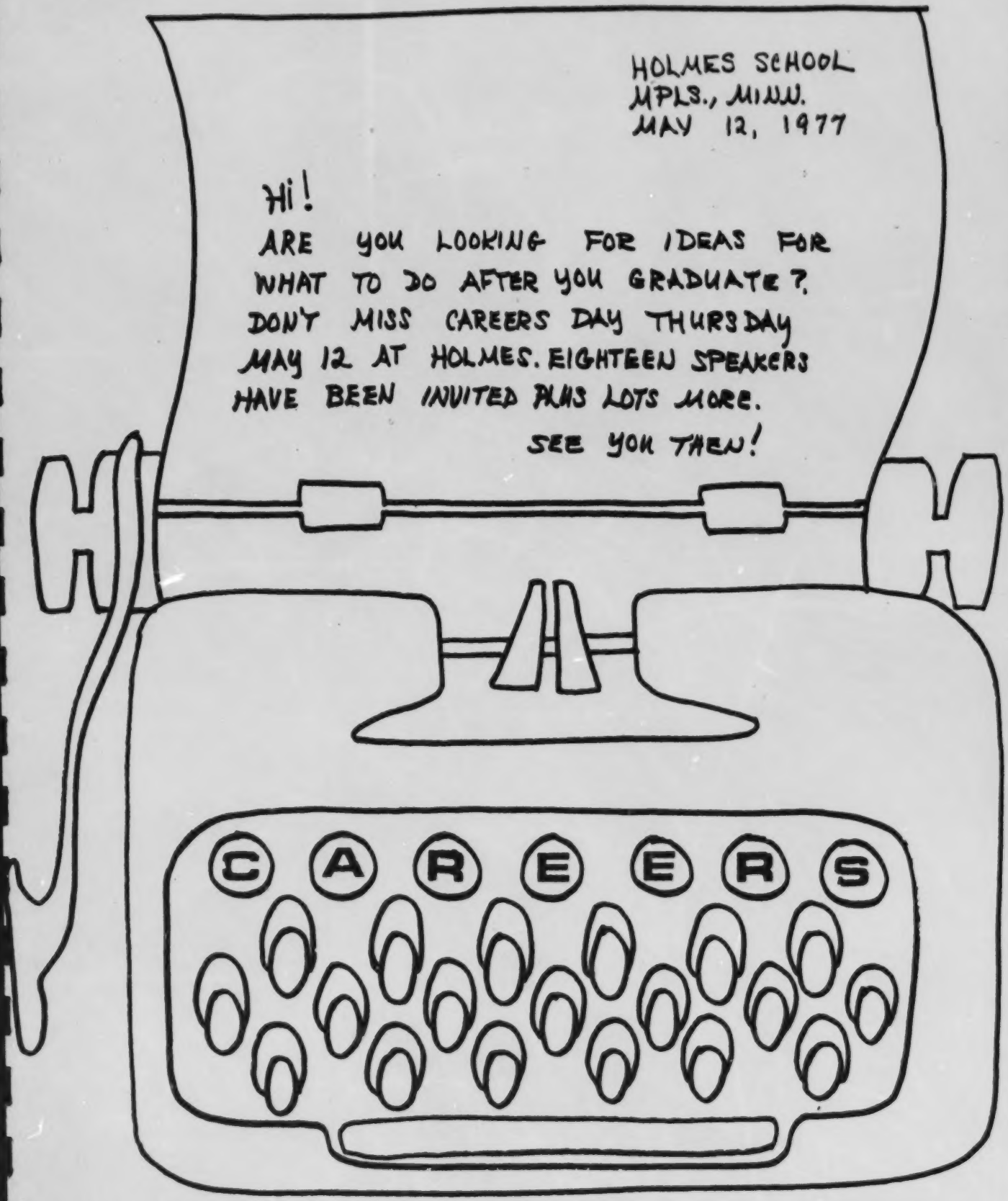
STUDENT PRE-REGISTRATION

NAME_____ CLASS_____

All students are required to register for a presentation during their regular H/PE class. You may register for any other presentation during your free hour, or at another time if you have made arrangements with the teacher whose class you will miss.

Section	Description	Period					Total
		2	3	4	5	6	
A	Lifeguard, swim teacher, golf caddying, golf pro, swim team coach, golf groundskeeper	11	15	4	2	9	41
B	Professional basketball player, college basketball coach	7	14	6	5	X	32
C	Sports reporter, Mpls. Star	4	7	X	X	X	11
D	Professional Hockey	15	X	X	X	X	15
E	Professional Football	X	X	44	X	X	44
F	Riding instructor, horse care and grooming, track care and related occupations	12	10	13	17	6	58
G	Y.W.C.A. and Y.M.C.A. recreational & educational positions	0	7	4	1	1	13
H	Public Health Nurse	1	1	X	X	X	2
I	Ambulance Driver, paramedic for North Memorial Hospital	5	9	5	X	X	19
J	Recreational therapist, U of Minn. Hospitals	X	X	X	3	X	3
K	Health Sciences Careers, professional, four or more years of college necessary; doctor, dentist pharmacist	1	1	3	X	X	5
L	Health Services Careers; paraprofessional, requiring 2 years of college, i.e. medical lab technician, respiratory therapist, nursing, occupational therapist, child development technician	2	4	5	2	X	13

Section	Description	Period					Total
		2	3	4	5	6	
M	Minnesota (Mpls AVTI) courses in all health fields; athletic and recreational related areas	4	3	1	12	X	20
N	Movie about Outward Bound Mountain Climbing expedition	17	14	19	11	4	65


HOLMES SCHOOL
MPLS., MINN.
MAY 12, 1977
Hi!
ARE YOU LOOKING FOR IDEAS FOR WHAT TO DO AFTER YOU GRADUATE?
DON'T MISS CAREERS DAY THURSDAY MAY 12 AT HOLMES. EIGHTEEN SPEAKERS HAVE BEEN INVITED PLUS LOTS MORE.
SEE YOU THEN!
C A R E E R S

I WOULD WORK IF . . .

Let's Begin - Introductions and presentation of the day - (Lunchroom)

I. SEMINARS

A. I would work if . . . welfare weren't available. Sessions I, III (Room 104)

Several single parents and former single parents share their views and discuss with you what it's like to be a welfare mother, including rights and responsibilities. They will also talk about their future goals.

B. I would work if . . . I could find day care. Sessions I, II, III (Room 103)

Two women who know all about day care facilities available in Minneapolis will talk about the different types of care. Family management tips will be given.

**C. I would work if . . . I could get the training in high school. Sessions I, II, III (Nurses's Office)

Mike Mattson, from the Minneapolis Secondary Centers will present the various training programs available to you while in Minneapolis Public Schools. A wide variety of training from cosmetology to data processing to small engine repair is open to you. Ninth graders will attend from 9:30 - 10:15, 10th graders from 10:30 - 11:15, and 11th graders from 11:15 - 12:00. Not open to seniors.

D. I would work if . . . I knew how to get a job. Sessions II, III (Room 107)

Dynamic Hester Johnson from the telephone company will give on the spot training to help you get a job. She will stress interviewing skills. She has worked with our students and comes highly recommended by them.

*E. I would work if . . . I were older. Sessions II, III (Room 105)

Barb Lewensten and Ruth Stoeger, our own career experts, have some fun activities planned to help you explore your own interests as well as introducing you to a variety of careers. This required activity is for junior high students only. Sessions II, III only.

F. I would work if . . . I could help people. Sessions I, II, III (Room 3)

Beverly Franklin, from United Hospitals, will stress opportunities in the hospitals and other health science careers you probably don't know about.

* Required of 9th graders
** Required of 9th, 10th, 11th graders

AFTERNOON SESSIONS

G. I would work if . . . I could find something really different to do. Sessions IV, V (Room 104)

The job market is wide open for women in non-traditional or unusual jobs. Ever considered owning your own business or having a boutique? Two really interesting people, one who owns a restaurant and Native American gift shops, the other who has had many jobs, including owning a boutique, will talk about how they "arrived".

H. I would work if . . . I could work at home. Sessions IV, V (Room 103)

This seminar is especially designed for those who prefer to stay at home and earn money. Tips on how to make money at home are offered by our own Gay Jafvert and other staff members who will explore money making crafts, typing papers at home, and other ideas which may not have occurred to you.

I. I would work if . . . I could go to school after high school. Sessions IV, V (Lunchroom)

Three different types of post high school education will be discussed in small groups after a brief introduction of the speakers. You may choose to talk to people from Minneapolis Vocational-Technical School, Metropolitan Community College, and the University of Minnesota.

J. I would work if . . . I were good at something. Sessions IV, V (Room 107)

Gail Tronnes and Darhl Nelson, of the Career Education Center, Minneapolis Public Schools, will give quick interest surveys to help you see what jobs might be satisfying to you.

K. I would work if . . . I knew where the jobs are. All day-appointments will be scheduled. (Social Worker's Office)

Stella Jones, employment counselor with the Minneapolis Public Schools, will tell you what jobs are available for you. This is not a separate seminar, but students will see her individually. She has information concerning part-time, full-time and summer opportunities.

Minneapolis Public Schools
April, 1977

MINNEAPOLIS CAREER EDUCATION ADVISORY COMMITTEE

PRESENTATION TO THE MINNEAPOLIS SCHOOL BOARD

BY

Stella M. Jones, Committee Chairperson

As a counselor with the Employment Services Youth Program since 1971, I have had the opportunity to become involved with the development of career education in the Minneapolis school system. For the past three years I have been directly involved with the Career Education Project both at West High School in the Career Resource Center with Sharon Bennett of the Career Ed. staff and as chairperson of the Advisory Council. During this time I have noticed a marked change in both staff and students as to how they relate to the business community. Many programs either sponsored by or advised by the Project staff have resulted in a more realistic and therefore beneficial education for our youth. Employers have recognized this change in both verbal remarks and through increasing involvement with the school system. This involvement is both through jobs for youth and in educational programs.

The Advisory Committee has been made up of individuals from a variety of settings. During the past year the committee has concentrated on making recommendations as to the program, staff, site, and budget needed to continue a Career Education Project. The first priority as felt by the committee would be in the area of K-12 curriculum development. Much material is available, but many faculty members need advice on selection and usage. The Project staff has, and should, continue to provide in-service on the career education concept, on new materials, and on techniques for implementation.

The committee's second priority involves school, business, community relationship. The Project has been, and is, needed to continue as the coordinating body responsible for community related programs.

The third priority concerns the need for a central resource office, a clearinghouse for materials and information. This centrally located office could serve as the focal point for coordination of programs, for gathering and disseminating information, and as a resource center for teachers and counselors. A central office would be cost-effective by preventing duplication of effort, by sharing resource materials, and by reducing time needed by teachers and counselors in seeking out this information.

Another need for the Career Education staff would be in advising individual schools on the physical site, staffing, and program for their own career resource centers. The success of these centers hinges on having a central Career Education staff to assist them and on having a trained aide to maintain them. These aides have been and should be trained by the Career Education staff but be budgeted for by individual schools.

An area of concern to the Advisory Committee but one that needs to be looked at in greater detail for any long-range project planning is that of placement and follow-up. The Career Education Project serves as basically a catalyst in the placements of students by providing information, materials, and an environment enabling students to discover themselves, the world of work, and to learn the fundamentals of career planning and decision-making. This leads to follow-up. It seems a central Career Education staff would be the logical source for follow-up of Minneapolis students. Follow-up is needed to make and keep educational programs effective. Without knowing the short term and long term outcome it is difficult to determine the relevancy of the education provided.

In summary, the Minneapolis Career Education Advisory Council views the present Career Education Project as a success and as a beginning. The unanimous feeling of the committee is that the project should be on-going because of its value to Minneapolis School students and to this community.

Minneapolis Work Education Council
presentation to the Minneapolis School Board

The National Alliance of Businessmen has created and is prime sponsor of the Minneapolis Work Education Council. The Council will be instrumental in seeking new ways and new means to bridge the gap in the transition that students must make from school to work.

Career Education will be one of the prime areas of interest for the Council. However, in order to be made aware of the career education needs it is felt that there should be a coordinating body within the school system that will function as a liaison between the Council and the schools when it involves the career education concept.

It is hoped that the career education project will be continued as a wealth of information and valuable materials have been accumulated over the 3 year life span of the project and are not to be considered obsolete. There are still many avenues that have not been traveled in the area of career education and could not possibly have been traveled in three years.

Appendix G

SUMMER BUSINESS-EDUCATION WORKSHOP

What: A four day workshop designed to give participants an opportunity to get a first-hand look at careers and lifestyles available in business and industry and how to relate this information to students. Methods used to help students form realistic and satisfying goals and attitudes about self-education and a career will be explored. Participants will have an opportunity to tour industry sites and visit with employees and management staff. The workshop will also give participants a chance to do a self-assessment of their own career development.

When: June 20 - 23, 1977 from 8:30 a.m. to 1:30 p.m.

Where: South High School (rm. 242), 3131 19th Ave. S., Mpls. Site visits are scheduled at: Prudential Insurance Co., Cargill Research Farms, Northwestern Bell, Hennepin County Medical Center and the N.S.P. Power Plant at Stillwater.

Who: Thirty staff members serving students in kindergarten through 12th grade from Minneapolis public and private schools, including teachers, counselors, administrators and others who work directly with students.

Credit: One semester graduate credit earned through St. Thomas College.

Fees: No fees will be charged since tuition is paid for by the National Alliance of Businessmen. Materials and some lunches will be provided.

Sponsors: Minneapolis Public Schools Department of Guidance and Assessment Services, Greater Minneapolis Chamber of Commerce, National Alliance of Businessmen and the Career Education Project.

Complete and return this card to: Joe Zetah, resource counselor, Minneapolis Public Schools, East Area Office, 2500 Park Ave. S., Minneapolis, Mn. 55404.

Catholic Education Center
Serving the Archdiocese of Saint Paul and Minneapolis

Francis N. Scholtz, Archdiocesan Director of Education, (612) 224-1395
Brother Theodore Drahmann, F.S.C., Superintendent of Schools, (612) 224-1395
Father John E. Foriti, Director of Religious Education, (612) 224-5625

May 10, 1977

Dr. Darhl G. Nelson, Project Administrator
Career Education
Room 206, Fulton School
4912 Vincent Avenue South
Minneapolis, Minnesota 55410

Dear Darhl,

I'm pleased that for the first time I can communicate to you on a personal, rather than business level. I couldn't allow the school year to end and your career education project to lapse without a written word of thanks to you for past favors. I say this not only for myself, but for others on our staff, and especially those teachers and students in our Minneapolis schools who profited from your actions.

I can't imagine anyone doing a better overall job of administering a major project, and I underline the word "all" because you never, from the first day, drew a hard line between public and nonpublic schools. We are all - central staff, principals, teachers and (especially) students - in your debt.

I haven't talked to you recently, so I don't know where you're at in terms of your own career, but again, I know that I speak for many others in wishing you "good luck," "Godspeed," and a "special wish" for your future success.

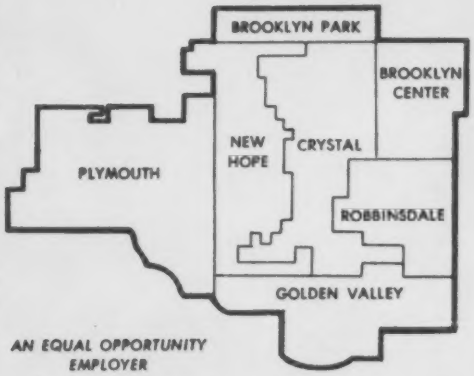
I hope there will be an occasion for us to meet again soon, whether it be business or pleasure!

Sincerely yours,

Robert J. Tritz, Director
Government Programs

RJT/sbb
cc Bro. Theodore Sr. Carmen Burg

P.S. Please extend our gratitude also to Gail Tronnes, my very congenial "traveling companion" on a day long passed!



AN EQUAL OPPORTUNITY EMPLOYER

INDEPENDENT SCHOOL DISTRICT 281

DR. LEROY E. HOOD, SUPERINTENDENT
4148 WINNETKA AVENUE NORTH, MINNEAPOLIS, MINNESOTA 55427

J. L. (JACK) FROST, Chairperson • BERNARD D. REISBERG, Clerk • WALTER SOCHACKI, Treasurer
SUSAN GREIF, Ph.D., Director • DR. E. GARY JOSELYN, Director • PASTOR DAVID W. OLSON, Director

May 25, 1977

Darhl G. Nelson
Project Administrator
Career Education Resource Office
Room 206, Fulton School
4912 Vincent Avenue South
Minneapolis, MN 55410

Dear Darhl,

You and Gail really helped me last week to get under way in making decisions about career education resources for our new project next year. As I mentioned to you, we have not had funds for resources and I am not very aware of good materials at any level. So your help and the help of Gail was really beneficial to me and I want to sort of officially thank you for that assistance.

I think I will concentrate my resources on a few key items for elementary, junior high, and secondary. I expect to take your recommendations and follow them carefully in the selection of career resources for the member schools of District 287.

I have known you and Gail for the past three years and it has been my pleasure to work with you on several occasions. I know you are doing very good things for kids and I hope that you will find a way to continue the project in the Minneapolis Schools. I am sure that the young people of the Minneapolis Schools will suffer, at least to some degree, if the career education project cannot be continued.

Again, thanks so much to you and Gail for your fine assistance and your willingness to share ideas and materials.

Best regards,

Jerry Davis
Career Education Coordinator

JD:ge

WILLIS A. BOYNTON, Assistant Superintendent • • • DR. ROBERT R. CAMERON, Director of Secondary Education • • • WILLIAM H. FORSBERG, Director of Elementary Education • • • GARY L. DeFRANCE, Director of Business Affairs • • • JAMES W. ANDRESS, Director of Personnel
VINCENT C. CARLSON, Director of Research • • • LOREN S. JOHNSON, Assistant to the Superintendent in Charge of Employee Relations

MINNEAPOLIS
WORK EDUCATION COUNCIL
Career Education Seminar

June 6, 1977 - 2:30 p.m.
Minneapolis Star & Tribune
Assembly Room - 4th floor

A G E N D A

I.	WELCOME	Robert W. Callaghan Metro Director National Alliance of Businessmen General Mills - retired
II.	FILM	"Career Education" Provided by the Minneapolis Public Schools Career Education Project
III.	GUEST SPEAKER	Dr. Kenneth Hoyt Associate Commissioner for Career Education U.S. Department of Health, Education & Welfare, Washington, D.C.
IV.	QUESTION AND ANSWER PERIOD	
V.	COMMENTS	Dr. Phyllis Paul Project Director of Career Education - Minnesota State Plan Minnesota State Department of Education
VI.	NEXT MEETING	July 18, 1977 10:00 a.m.

Many thanks to the Minneapolis Star and Tribune for use of its facilities.

The Greater Minneapolis Chamber of Commerce

POLICY STATEMENT

SUBJECT: Increased Education Staffing

WHAT IS THE ISSUE:

In the last several years, the Chamber and the Minneapolis Public Schools have built a strong working relationship. They have collaboratively piloted a number of projects to discover effective ways for students and teachers to learn more about careers, the world of work, and economics with the help of business. To expand successful projects beyond the pilot level to reach more students, increased staffing is essential for both career and economic education.

WHY IMPORTANT:

The business community is concerned about the lack of understanding and appreciation most students and teachers have for the free enterprise system. There is much that business can do, but approaches must be carefully chosen for balanced educational value. The Chamber has found the Minneapolis Public Schools Learning Center for Economics to be an excellent vehicle for cooperation. When it was established two years ago, members helped plan its programs and raise funds from the business community to match school funds. Over 50 businesses and organizations now participate in Learning Center student programs. The next step is to have impact on the quality of economic education beyond the Learning Center, right in the schools. For this, funds are needed to hire a part-time additional teacher and to cover costs for training teachers and collecting materials for classroom use

The business community also feels strongly that students should have a fuller understanding of the world of work and all the career options open to them. Students need to learn what academic and technical skills are needed for various jobs and develop job seeking skills. They need contact with business employees and work environments. The Chamber and the Schools have initiated a variety of effective programs. To expand them for impact on a significant portion of the school population, an additional staff person is needed at the Chamber. This Business-School Liaison would be an experienced counselor or teacher on leave from the schools.

CHAMBER POSITION:

The Greater Minneapolis Chamber of Commerce:

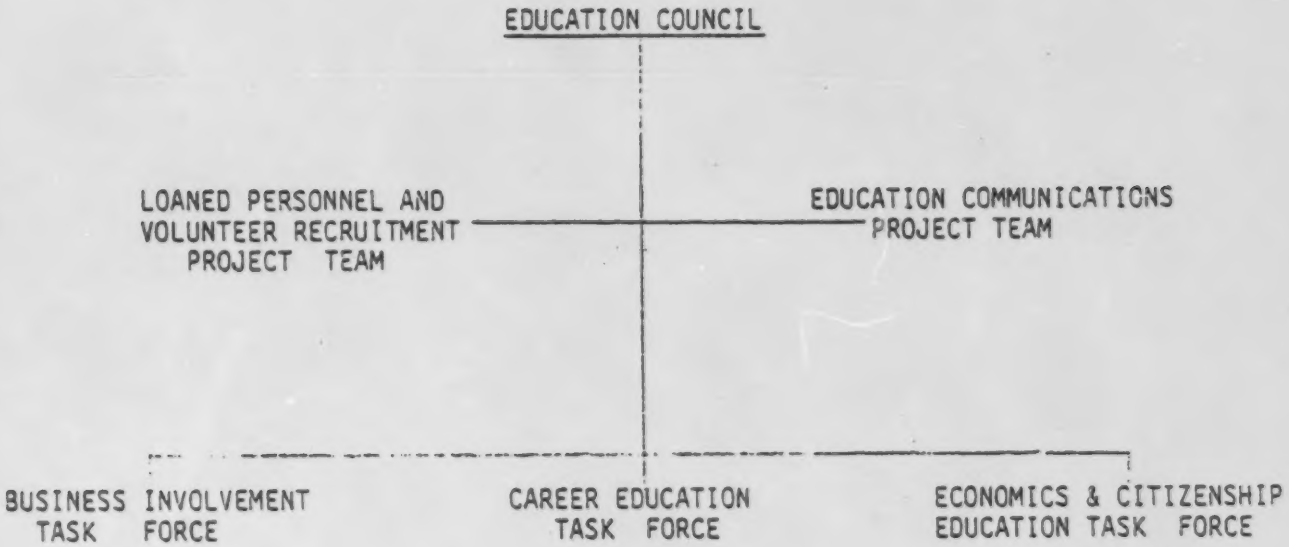
1) endorses the expansion of Learning Center for Economics programs to have impact on economics instruction in the schools, a program cost beyond the school budget of $23,420;

2) establishes a new Chamber staff position of Business-School Liaison to coordinate career education programs and expand school and business involvement, at a cost up to $23,000;

3) encourages member business firms to support the strengthening of career and economic education by contributing toward the needed $46,420 and urging employees to participate in the resulting projects.

June 15, 1977

ORGANIZATIONAL CHART


EDUCATION COUNCIL
LOANED PERSONNEL AND VOLUNTEER RECRUITMENT PROJECT TEAM
EDUCATION COMMUNICATIONS PROJECT TEAM
BUSINESS INVOLVEMENT TASK FORCE
CAREER EDUCATION TASK FORCE
ECONOMICS & CITIZENSHIP EDUCATION TASK FORCE

Council: Top policy committee, composed of the Chairpersons of the standing committees shown above, a Board representative, a school liaison, and several business people at large.

Task Force: Issue-focused committees able to take or delegate action to ad hoc committees.

Project Team: Service committees designed to help other committees meet their objectives through advising, assisting, or carrying out projects appropriate to their purposes.

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St. Paul

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Nuts and Bolts (Separate Attachments)

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ST. PAUL

I. Summary of the Report

(a) Time period covered by the report. July 1, 1976 to June 30, 1977

(b) Goals and Objectives of the Project

1. To pursue Phase IV, which is part of the St. Paul Public Schools' system-wide commitment to Career Education.

2. To provide, through additional specialized staffing, a more comprehensive and meaningful approach to Career Education curriculum.

3. To provide teachers an opportunity to infuse Career Education into their existing instructional units.

4. To establish district-wide and individual building Career Education resource centers.

5. To identify and work extensively with enthusiastic teachers, especially in the Gemini Cluster.

6. To establish a close working relationship with the Career Education staff in Minneapolis for the mutual benefit of all our students, through:

   a - A system of regularly scheduled inter-city Career Education meetings to promote dialogue.

   b - Metropolitan-wide Career Exploration.

   c - Mutual examination of existing programs as they now function in both cities.

   d - Mobilization of community resources without regard to artificial boundaries.

7. To improve the instructional competence of all of our city educators in providing Career Education to our diverse student population.

8. To develop locally an instrument to evaluate the type of service and the quality of assistance given to St. Paul teachers by the Career Education staff.

(c) Procedures followed

The procedures have included:

1 - Additional staffing through HEW funding.

2 - Workshop offerings to staff - public and parochial.

3 - Monthly Career Advisory Council meetings.

4 - Added emphasis on specialized field trips, interviews and resource speakers.

5 - One day per month release time for the building representatives in the Gemini Cluster to enable them to:

- review and disseminate curriculum materials to their colleagues,

- become familiar with community resource people in the area around their buildings,

- consult with the Career Education staff regarding plans, programs and special needs for their individual buildings.

Every other month the building representatives meet as a group -- the Gemini Career Education Advisory Council -- to share their experiences with each other and plan jointly for future building and community activities.

6 - Bi-monthly meetings with Minneapolis Career Education Department.

7 - Ongoing career oriented curriculum revision, development, and expansion.

8 - Meetings with Third Party Evaluators and use of locally developed Career Ed-teacher questionnaire to assess teacher involvement and attitudes.

(d) Results and Accomplishments

A. Sexism and Racism

1. Opening Week Display - Again this year, the Career Education Department has had a major role in opening week programs for teachers. This year focused on non-sexist materials.

2. "Minorities in Focus" - A book developed by the Career Education Department. It depicts members of minority groups in their career areas. A "Minorities in Focus" workshop was also held.

3. Fables of Labels - A booklet to make the reader aware of the labeling we do without thinking about it and suggests alternative phrases and examples.

4. Sexism and Career Education - A workshop in which twenty-five teachers participated.

5. Reducing Sexism - The theme for a workshop for Groveland Elementary School.

6. Title IX Sexism with Focus on Career Education - An in-service program developed at the request of Adams, Linwood and Mattocks elementary schools.

7. Minnesota Schools Facilities Conference - Materials on "Reducing Sexism and Racism" were displayed.

8. Como Junior High School - Provided materials and activities concerning employment options for women.

9. Summit-University Career Fair - Fifty to sixty major presentors were involved in a full day comprehensive Career Fair.

10. Reduction of Sex Role Bias - This was the theme of an exhibit.

B. Curriculum Writing

Writing teams have been researching and refining existing Career Education materials. Some individual projects are noted in the body of the report.

C. "Nuts and Bolts"

Attachment Publications with activities, materials, strategies, business, and community utilization. (K-6 and 7-12)

D. Handicapped and Special Needs

1 - Career Exploration - Our Career Specialist worked with special needs students at Harding and Humboldt High Schools.

2 - Project Explore - Staff did demonstration teaching, held meetings, and supplied materials for a secondary program for handicapped students.

3 - Rutland Program for Autistic Students - Materials and activities were generated to meet the special needs of these students.

4 - GLD Program - Staff worked with junior high personnel to develop a workbook for students.

5 - Bridgeview - Curriculum activities were planned with the staff at this facility for M.R. students.

6 - Gillette Program - Career Education Department assisted social workers, psychologists, and teachers in developing curriculum.

7 - Behavorial Learning Center - Career Education methods and approaches were planned for special needs junior high students.

E. Career Education and Business

1 - Teacher Intern Program - For the second year, teachers are participating in this program that gives them direct experience in the business world.

2 - Small Business Seminar - Fifteen teachers from the Gemini Cluster attended this seminar the week of August 9-13.

3 - Project Responsibility - Elementary staff of Gemini Teacher and Principal Advisory Group toured the Radisson Hotel.

4 - Chamber of Commerce - Gemini Cluster met with the Chamber of Commerce on June 1, 1977.

5 - People-to-People - Program by the Chamber of Commerce which provides hundreds of resource people.

6 - Business Careers Learning Center - The Career Education Department helped implement a spring employment clinic sponsored by the Business Careers Learning Center.

F. Career Education and Communications

1. Communications Fair - Staff coordinated a Communications Fair at the request of Highland Elementary School on February 4.

2. Communications Cluster - A presentation of the Communications Cluster was developed for English and Journalism students and staff at Highland Senior High School.

3. Minneapolis Star and Tribune - On February 15, this newspaper hosted a luncheon and tour for principals and career resource teachers from the Gemini Cluster.

4. Communications Day - Mattocks School - On April 22, resource persons were utilized to illustrate varieties of employment and training in this Cluster.

G. Other Activities

1. Migrant Education - A staff person was asked to serve as a consultant on Career Education in Minnesota on two Saturdays in May.

2. Outdoor Careers - Elementary staff person presented sessions on Outdoor Careers at the Isabella Nature Center in April.

3. Gemini Parent Survey and Resource Day at Highland Elementary - This program was to get parents involved in sharing employment and leisure time skills with students.

4. St. Paul-Minneapolis Workshop - (Ken Hoyt, Guest Speaker)- St. Paul acted as co-host and provided an informational display of Career Education material.

5. Swap Shop MEA Conference - St. Paul and Minneapolis Career Education Departments presented and displayed material, etc.

6. Elementary Newsletters - Attachment No. 7 in the second quarter report featured on-going efforts, new materials, etc.

7. Citywide Curriculum Steering Committee - A comprehensive report on Career Education given to educators.

8. Report - Board of Education - Comprehensive outline given to Board of Education and Superintendent of Schools.

9. Street Academy - The Career Education staff has provided services to this Urban League program.

10. Health Career Day - On February 24, a Health Career Day Fair was held at Mattocks Elementary School.

11. Highland Junior High Trimester Program - a 12 week program of career awareness and exploration.

12. E.M.R. Program at Ramsey Junior High - Career Education activities, materials, and presentations were coordinated with units being taught.

13. Career Exploration Fair - Was held March 31 and April 1. Both resource persons and field trips were utilized.

14. Mini-Career Fair - Cherokee Heights - Was held May 9 and 10 for sixth graders. Many businesses and organizations participated.

15. Linwood Career Fair - This fair was planned and coordinated by the Career Education staff as a parental resource day.

16. Transportation Career Day - The purpose of this event was to allow students to meet and talk with people in this cluster of occupations.

17. Wilson Junior High - Core teachers devoted spring curriculum to career education activities.

18. Born Free - Career Education staff were involved in this University of Minnesota program.

(e) Staff Development

Throughout the year the staff took part in a number of workshops, seminars, and conferences which are detailed in the body of the report.

(f) Evaluation

Information for the evaluation of the St. Paul component was gathered in three ways:

1 - The 3rd Party Evaluator reviewed the curriculum materials which had been developed or revised by the teacher writing teams at the elementary and secondary levels;

2 - The 3rd Party Evaluator interviewed a number of teachers who have been implementing Career Education in their teaching;

3 - Locally developed evaluation forms were filled out by teachers who identified and rated the full gamut of services provided by the Career Education staff.

(g) Conclusions and Recommendations

To be found in final 3rd Party Evaluator's report.

II. Body of the Report

(a) Problem Areas Toward Which Project Was Directed

Prior to this Career Education project, a number of conditions existed which spoke to the need for such a program. The conditions include, but are not limited to, the following:

1 - Many schools, community agencies and civic organizations were attempting to provide career information without any real coordination of effort -- we now have a Gemini Teacher Career Education Advisory Council and our Community Advisory Council for coordination.

2 - There was a great concern locally, by employers, that our graduates were lacking in the areas of job readiness and job seeking skills -- we now have these skills taught as a part of our ongoing curriculum plus utilizing shadow studies, speakers and field trips to keep our students current about the world of work.

(b) Goals and Objectives of the Project

1 - To pursue Phase IV which is part of the St. Paul Schools systemwide commitment to Career Education

2 - To provide, through additional specialized staffing, a more comprehensive and meaningful approach to Career Education curriculum.

3 - To provide teachers an opportunity to infuse Career Education into their existing instruction units.

4 - To extablish districtwide and individual building Career Education resource centers.

5 - To identify and work intensively with enthusiastic teachers, especially in the Gemini Cluster. This included setting up a Gemini Teacher Advisory Council with one or two key teachers from each building, concentrating a major portion of curriculum materials, resource people, field trip budget, and staff time to these buildings and pooling the efforts of some of the more energetic teachers toward the end of developing a "how to..." booklet which can be used as a guide for planning and implementing Career Education in the other clusters of the St. Paul Schools.

6 - To establish a close working relationship with the Career Education staff in Minneapolis for the mutual benefit of all our students through -

a) A system of regularly scheduled inter-city Career Education meetings, to promote dialogue;

b) Metrolopitan-wide career exploration;

c) Mutual examination of existing programs as they now function in both cities;

d) Mobilization of community resources without regard to artificial boundaries.

7 - To improve the instructional competence of all of our city educators in providing Career Education to our diverse student population.

8 - To develop locally an instrument to evaluate the type of service and the quality of assistance given to St. Paul teachers by the Career Education staff.

(c) General Project Design and Procedures Followed

The St. Paul Project was designed to resolve stated problems such as:

1 - Creating bridges between school and earning a living for young people;

2 - Promoting cooperation between public education, business and manpower agencies;

3 - Broadening occupational aspirations and opportunities for our diverse population by:

a) staffing with resource support Career Education personnel in curriculum writing,media developing and community resource services.

b) supplying district staff with the needed career education "tools" through locally relevant curriculum, career related media modules and community human and physical resources.

c) utilizing dissemination procedures for implementing and sharing of career education curriculum resources and instructional techniques.

The procedures have included:

1 - Additional staffing through H.E.W. funding.

2 - Workshop and seminar offerings to staff -- public, private and parochial.

3 - Monthly Career Advisory Council meetings.

4 - Added emphasis on specialized field trips, interviews and resource speakers.

5 - Regular release time for "prime mover" teachers in selected buildings to work with the Career Education staff and each other.

6 - Bi-monthly meetings with Minneapolis Career Education Department.

7 - Ongoing career oriented curriculum revision, development, and expansion.

8 - Meetings with 3rd Party Evaluators and use of locally developed Career Education teacher questionnaire to assess teacher involvement and attitudes.

9 - Continual communication with principals in the target cluster to keep them updated on Career Education activities and receive their input.

10 - Staff involvement in special workshops and presentations dealing with education programs sensitive to the needs of women, minorities and the handicapped.

(d) Results and Accomplishments

A. Sexism and Racism

Activities concerning sexism and racism this year include the Opening Week Display, the Groveland Workshop, the Title IX In-service Program, Fable of Labels and Minorities in Focus.

1 - Opening Week Display

The Career Education Department has had a major role in Opening Week programs for teachers. This year the focus was on non-sexist career related materials, suitable to be infused into existing curriculum materials or used as a supplement. An exhibit displayed a wide variety of subject areas. Audio, visual,and printed materials were exhibited.

2 - "Minorities in Focus" - See Attachment #1

"Minorities in Focus" is a book developed by the Career Education Department. It visually depicts local male and female minority group members in the career area. These resource people tell about their career choices, the advantages, disadvantages, training required, etc.

The cost of writing and publishing the project is covered by a grant from the Minnesota State Department of Education. The book will be available to all St. Paul teachers upon request. It should be a valuable resource to both students and teachers.

A "Minorities in Focus" workshop was also held. It was limited to 25 staff members. Included were visits to minority owned businesses, dialogue with owners and employees and ethnic lunches.

3 - Fables of Labels

This publication was advertised in the Career Resource Newsletter and the demand was so great that it had to be reprinted. Copies were sent to H.E.W. during the previous reporting period. Essentially this publication calls attention to commonplace sexist and racist labels. It makes the reader aware of the labeling we do without thinking about it and suggests alternative phrases and examples.

4 - Sexism and Career Education Workshop

Twenty-five teachers participated in an in-service workshop on Sexism and Career Education, April 4, 1977. The workshop was provided for the elementary staff. Career Education was stressed relative to career role development.

5 - Groveland Workshop

The staff planned and presented a workshop on career development and sex-bias for Groveland Elementary School. As its theme for the year, the school selected Reduding Sexism. (Attachments were included in 2nd Quarter Report.)

6 - Title IX - Sexism With Focus on Career Education

This in-service program was developed at the request of Adams, Linwood, and Mattocks Elementary Schools. The Career Education staff was asked to develop and present the program to the administrative and teaching staffs of these three buildings. An overview of sexism was presented as it relates to Career Education. Films and other materials were used. This is an example of the Career Education staff involvement in intercultural education activities to eliminate sexism.

7 - Minnesota Schools Facilities Conference

Two staff members prepared and displayed materials on "Reducing Sexism and Racism". Many requests were received for materials.

8 - Como Junior High School

Staff assisted in providing materials and activities for a Career Education emphasis on employment options for women.

9 - Summit-University Career Fair - See Attachment No. 2

Fifty to sixty major presentors were involved in a full day comprehensive Career Fair which emphasized career and training opportunities for minority students. Parents, students, and the business community were involved.

10 - Reduction of Sex Role Bias

"The Reduction of Sex-role bias through Career Education" was the theme of an exhibit prepared by the Career Education Department for St. Paul city educators and administrators. Multi racial and non sexist materials, media and curriculum were displayed.

B. Curriculum Writing

1 - Writing teams have been researching and refining existing career education materials. These materials may be either commercially or locally produced.

The projects should help teachers become more familiar with career education materials available in their area and provide for infusion of local interest and ideas into existing materials, thus making them more relevant. These factors should increase the probability of teacher involvement and utilization.

2 - Maureen Flanagan, a teacher at Adams School, wrote a unit she developed for her team at Adams -- "Introduction to Occupational Clusters using Learning Centers." (Attach. 13)

3 - Leslie Erickson, a Linwood teacher, developed a unit on "Sensory Awareness and the Needs of the Handicapped."

4 - A team of teachers from Linwood Elementary were given release time to develop a K-6 program based on "Know Minnesota."

5 - Staff developed a comprehensive elementary bibliography.

6 - Staff compiled a booklet on How To's for Career Education.

C. "Nuts and Bolts" - See attachment 13 - 14 - 15

This publication compiles activities, materials, strategies, business, and community utilization. It is a transportable idea book on infusion options and resources available locally. Includes ideas and activities at various grade levels and focuses on the individual classroom teacher -- the real change agent.

D. Handicapped and Special Needs

1. Career Exploration

Career specialist worked with special needs students at Harding and Humboldt High Schools June 20 - 29. Tours were arranged and speakers came to the schools.

Summer program offers option of a week in one of the following -- machine shop, auto body, child care, model office, restaurant, small office machines, graphic arts, electronics, construction, welding, truck and cycle mechanics and horticulture. (Attachment in 1st quarter report)

2. Project Explore

The staff did demonstration teaching, held meetings, and supplied materials for Project Explore, a secondary program for handicapped students. Meetings were held at the Career Resource Center at Victoria School to survey and assess existing curriculum materials. The staff of Project Explore brainstormed career education activities, collected, and signed out materials that would be appropriate in meeting the curriculum needs of their students. The demonstration teaching illustrated implementation techniques.

3. Rutland Program for Autistic Students - Secondary

Materials and activities were generated to better meet the special needs of these students. The Career Education staff was involved in classroom presentations of Career Education materials.

4. General Learning Disabilities (G.L.D.)

The staff worked with Junior High personnel in developing a workbook for students, "Everything You Always Wanted to Know About Job Simulation And Aren't Afraid to Try."

5. Bridgeview

Curriculum activities were planned with staff at this facility for MR students. Moreover, Career Education staff served as resource persons in providing students with role play experiences designed to help them better adapt to problems in the working world.

6. Gillette Program

The Career Education Department assisted social workers, psychologists and teachers at this hospital facility for the orthopedically impaired in developing curriculum for young patients.

7. Behavioral Learning Center

Career Education methods and approaches appropriate to the needs of special needs junior high students were planned with staff of the BLC. The final two months of school were then devoted to career exploration.

E. Career Education and Business

1. Teacher Internship Program

The St. Paul Area Chamber of Commerce applied for and was awarded a $100,000 grant by the Bush Foundation to employ local educators in local businesses during the summers of1976, 1977 and 1978. The goal was to increase the educators' understanding of economic theory and principle in action.

This year's program started June 27 with 25 teachers taking a one week course (40 hours) in economics at St. Thomas College.

For the year covered in this report (summer 1976) 25 educators were screened and selected. The selection represented teachers, counselors, and administrators. A balance of minority and majority educators and representation of private, parochial and public schools were considered.

A luncheon culminated the program. Both educators and business people spoke about the summer experience -- what they learned and what was transferable to the classroom for the benefit of students.
(Attachment 1st quarter report and 3rd quarter report)

2. Small Business Seminar

Fifteen teachers from the Gemini Cluster attended this seminar the week of August 9 - 13. By visiting and interviewing business people in the local school community, they hoped to -

a - gain an understanding of nearby resources that students could identify;
b - gain understanding of the inner workings, rewards and frustrations of small business establishments;
c - identify local resources for walking field trips or for classroom speakers;
d - promote better understanding between the classroom and the work world.

3. Project Responsibility Attachments 3, 4, 5 and 6

Elementary Gemini staff met for a special tour of the St. Paul Radisson Hotel on May 11, 1977. Wm. Brose, the manager, discussed hotel operations with the educators. Bill Nelson, St. Paul Area Chamber of Commerce Project Responsibility Director, met with the Gemini group to explain the project.

4. Chamber of Commerce **See attachment No. 7**

The St. Paul Area Chamber of Commerce sponsored a meeting for the Gemini Advisory Council at the Minnesota Club on June 1, 1977. Ideas for activities or programs were discussed in terms of using their buildings, relating to school, the community and the world of work.

5. People-to-People Program

This program, sponsored by the St. Paul Area Chamber of Commerce, provides several hundred resource people with pictures and biographical sketches. These resource people are available for classroom presentations, materials, field trips, etc. An up-dated revision of the publication includes more minorities, women and speakers for elementary schools.

6. Business Careers Learning Center

The Career Education Department provided input into the implementation of a Spring Employment Clinic sponsored by the Business Careers Learning Center. Career Education staff demonstrated job interview simulations and job seeking strategies.

F. Career Education and Communications

1. A Communications Fair was planned and coordinated by the Career Education staff at the request of Highland Elementary School. It was held February 4 at Highland. Resource speakers told about the variety of employment and training which exists in the cluster. Among those participating were:

St. Paul Television & Communication Co. - Jack Peterfeso
1379 Rice Street, St. Paul, Mn. 55117

St. Paul Society for the Blind - Juliet Moore
216 South Wabasha, St. Paul,Mn. 55107

New Paper Advertising - Larry Lapole
The Minneapolis Star and Tribune
425 Portland, Minneapolis, Mn. 55488

WCCO Television - Tom Cousins
50 South 9 St., Minneapolis, Mn. 55402

Dimensional Displays and Design Inc. - Tom Menken
1222 University Ave., St. Paul, Mn. 55104

School Community Information Services - David Atkinson
St. Paul Public Schools
360 Colborne St., St. Paul, Mn. 55102 (See Honorary Degree Attachment No. 5)

2. Communications Cluster

A Communications Cluster presentation was developed by the Career Education staff for English and Journalism students and staff at Highland Senior High School. Resource people representing a wide variety of fields within this Cluster addressed the classes on a weekly basis. The Radio and Television Vocational Center, which was developed by the Career Education Department, was integrated into this program to illustrate in a live, hands-on way, the variety of experiences and opportunities that exist in the communications area. Curriculum materials, planning, speakers, and activities were provided by the Career Education staff. Media related careers were emphasized during the Spring semester.

3. The Minneapolis Star and Tribune Newspaper - Attachment No. 8

The Career Education staff and the Minneapolis Star and Tribune have been working closely together this year. On February 16, the paper hosted a luncheon and tour for principals and career resource teachers from the Gemini Cluster of schools. The afternoon was spent meeting employees and discussing methods and activities for infusing new strategies into the classroom. The paper has developed worksheets and teacher supplements to be utilized in a comprehensive career education approach. (Also see attachment dated May 12, 1977 - "Newspapers and Career Education")

4. Communication Day - Mattocks School

On April 22, 1977, a Communications Fair was planned and coordinated by the Career Education staff at Mattocks Elementary School. Resource speakers were utilized to illustrate the variety of employment and training that exists in this Cluster. The participants included:

Lawrence Sign Company St. Paul, Minnesota	- Jack Faley
Schaak Electronics, Inc. Sun Ray Shopping Center St. Paul, Minnesota	- Rick Newell
Northwestern Bell Telephone Company St. Paul, Minnesota	- Terri Frazer
St. Paul Pioneer Press St. Paul, Minnesota	- Wayne Hassell News Editor
Minneapolis Star and Tribune Co. 425 Portland Ave. Minneapolis, Minnesota	- Craig McIntosh Cartoonist
Midway Sign Company St. Paul, Minnesota	- Dick Kruse

G. Other Activities

1 - Migrant Education

A staff person was asked to serve as a consultant in Career Education in Minnesota on two Saturdays in May at Montevideo and Moorehead. Presentations were made to elementary teachers involved in the Summer Migrant Education Program.

2 - Outdoor Careers

Elementary staff person presented sessions on "Outdoor Careers" at the Isabella Nature Center in April. Presentations were given to 6th grade classes from Mattocks and Adams Schools.

3 - Gemini Parent Survey and Resource Day at Highland - Attachment 9 (Attachment with 2nd quarter report)

The Gemini parent survey was to solicit parental involvement to share employment and leisure time skills and activities with their children and other students. It is hoped that this will become a permanent component of the on-going educational program for all students. On March 2, a Parent Resource Day was held for students to meet with community parents who have served as resource speakers in their building. Participants included Kenneth Krengel (Red Rumbler), Carylon Mars (hobbies), Susan Melcher (stamp collector) Evelyne Anderson (artist), Nancy Carpentar (skim shau), Joe Dougherty (poster maker), Marica Leeder (bird watching).

4 - St. Paul-Minneapolis Workshop - Ken Hoyt

St. Paul was co-host and provided an informational table displaying career education material available in St. Paul. All guidance counselors from St. Paul were there as well as subject area supervisors, the Assistant Superintendent of Elementary Education and the St. Paul Superintendent of Schools. Attachments were included in the first quarter Minneapolis report.

5 - Swap-Shop MEA Conference

St. Paul and Minneapolis Career Education Departments presented and displayed material, suggested career education activities and distributed handouts with ideas. Forty-five to fifty elementary educators from throughout Minnesota attended.

6 - Elementary Newsletters

Attachment was included with the second quarter report. Featured on-going efforts, new materials, speakers, field trips, home school activities, etc.

7 - Citywide Curriculum Steering Committee

A comprehensive report on Career Education from July 1 to December 30 was given to educators from all schools.

8 - Report - Board of Education

A comprehensive outline from 1971 through 1976 was given to the St. Paul Board of Education and the Superintendent of Schools.

9 - Street Academy

The Career Education staff has provided services for the last two years to this Urban League porgram. It is aimed at hard-to-reach, hard-to-teach students. These students and staff were also involved in the comprehensive Summit-University Career Fair.

10 - Health Career Day - Mattocks Elementary School

On February 24, a Health Career Day Fair was planned and presented by the Career Education staff at the request of Mattocks Elementary School. The purpose was to allow students to meet and talk with people employed in this cluster and to illustrate the variety of opportunities which exist locally in the health career field. Participants included -

Mrs. Mary Hassell, Red Cross Youth Service Programs
Richard M. Gott, St. Paul Fire Fighter Paramedic
Helen Owens, Dietician, Children's Hospital
Health Science Unit A
Jane Carroll and Sandy Bartlett, Dental Assistants
Inez Mohr, Nurse's Station
Bryant Wells, medical products salesman

11 - Highland Junior High Trimester Program

A trimester (12 weeks) of career awareness and exploration took place at Highland Junior High for English and Social Studies students. Career Education staff provided materials, activities, and special presentations. The Career Maturity Inventory (C.M.I.) was used to measure significant change which could be directly attributed to this 12 week intensive career exploration experience.

12 - E.M.R. Program at Ramsey Junior High

Career Education activities, materials, and presentations were coordinated with units being taught.

13 - Career Exploration Fair

A Career Exploration Fair was held March 31 and April 1, 1977 at Longfellow School. It was coordinated by Cynthia H. Felder with Career Education staff members Maxine Gaines and Juanita Morgan. Resource persons included:

Jack Richardson, artist, Inner Youth League
Dr. William Dudley, veterinarian, Brooklyn Pet Hospital
Reynaud Harp, attorney, Minnesota Office of Attorney General
Jerry Skelly, helping teacher, St. Paul Schools Educational TV
Frederick Green, plant manager, Control Data
David Stroud, systems analyst, Honeywell, Inc.
Jean Tolar, registered nurse, Model Cities Health
Nan Neimeyer, personal banker, First National Bank
Herbert Richardson, special agent, Federal Bureau of Investigation
Mary Snitky, program administrator, St. Paul Companies
Debbie Montgomery, police officer, St. Paul Police Department
Arthur Hill, fireman, St. Paul Fire Department
Leon Trawick, attorney, Douglas, Jaycox, Trawick, McManus & Lippert, Inc.
Beatrice Bailey, library supervisor, St. Paul Public Library
Nancy Burrus, nurse, St. Joseph's Hospital
Pat Simpson, news reporter, KSTP-TV
Dr. John Vick, dentist, St. Paul, Minnesota
Ernest Green, associate scientist, University of Minnesota
Luther Woodley, naturalist, Lowry Nature Center
Roy Langland, animal science student, University of Minnesota
Linda White, personal banker, First National Bank
Bernie Glauer, district insurance agent, Prudential Insurance Co.
Liz Pegues, director - Education and Training Metropolitan Economic Development Assn. (MEDA)
Janet Morgan, microbiologist, Mt. Sinai Hospital
Carlton Bailey, attorney, Southside Legal Aid Society, Minneapolis
Burnie Battle, president, Battle Electric Company
Frank Mitchell, news reporter, WCCO-TV
Jean Chiada, home economist, Minnesota Growers Assn.
Carol Oberheoman, medical technologist, Abbott Laboratories
Connie Lance, occupational therapist, Hennepin County General Hospital
Joyce Brinkley, occupational therapist, Minneapolis Society for the Blind
Kolade Mosuro, biology student, University of Minnesota
Carmen Schultze, medical technologist, North Memorial Hospital
Helen Owens, therapeutic dietician, Children's Hospital
Betty Farrau, registered nurse research assistant, University of Minnesota C.U.R.A.

The Career Exploration Fair also included the following field trips:

Inner City Youth League, St. Paul
Brooklyn Pet Hospital, Brooklyn Center
St. Paul City-County Courthouse, St. Paul
Model Cities Health, St. Paul
First National Bank, St. Paul
St. Paul Companies, St. Paul
KSTP-TV, Minneapolis
University of Minnesota School of Dentistry, Minneapolis
Prudential Insurance Company, Minneapolis
Mt. Sinai Hospital, Minneapolis
Childrens Hospital, St. Paul
WCCO-TV, Minneapolis
State Capitol, St. Paul

14 - Mini Career Fair - Cherokee Heights School

The Career Education staff planned and coordinated a mini Career Fair for the sixth graders at Cherokee on May 9 and 10. Many businesses and organizations participated, including Northern States Power Company, Globe Business School, St. Paul Pioneer Press, Northwestern Bell Telephone Company, St. Paul Public Library, Schaak Electronics, Health Science for Minorities, Local 132-Building Trades, Fish and Wildlife Services, Cherokee State Bank, St. Paul Public Schools Community Information Services, St. Paul Water Purification Plant.

15 - Linwood Career Fair - Attachments 10 and 11

Attachments are included to show the kind of materials that were used for this type of activity. This Fair took place on May 18. It was planned and coordinated by the Career Education staff as a parental resource day. The participants included George Latimer, Mayor of St. Paul; Mrs. Olive Taylor, restaurant owner; Bernice Riley, house manager at Ramada Inn; Gary Peltier, Housing Authority and Redevelopment; Joleen Gibson, community services specialist; Ralph Reynolds, Eastside Community (YMCA); Mary Hassell, Red Cross Youth Service Program; Louise Locketz, veterinarians assistant; Kathleen F. Kownack, National Guard Armory; Ted Williams, pilot for Northwest Airlines; Rachel Cervantis, Health Science Minority Program; Carol Williamson, St. Paul Public Library; Billie Young, Old Mexico Shop; Hester Johnson, Northwestern Bell Telephone Company

16 - Transportation Career Day

Transportation Career Day was planned and presented by the Career Education staff on May 31 at Mattocks School. The purpose was to allow students to meet and talk with people employed in this cluster and to illustrate the variety of opportunities which exist locally in the transportation field. The participants include:

Black and White Cab Company 899 University Avenue, St. Paul	William Tyler
Transportation Learning Center 731 Raymond Avenue, St. Paul	L. Kent Van Meter
Martin Ambulance 186 Forkes Avenue, St. Paul	Mr. Clemon
U. S. Post Office St. Paul	John Bloomfield
State Patrol St. Paul	Bob Knochke
Motorcycle Owner St. Paul	Carl Englund
North Star Driving School St. Paul	Perry Ball
Johnson Auto Livery 571 Snelling Avenue, St. Paul	Bill Johnson
Transportation Department St. Paul Public Schools	Mike Janisik

17 - Wilson Junior High

Core teachers devoted the Spring curriculum to career education activities revolved around decision making skills and values clarification. With assistance from the Career Education Department, strategies and materials were selected and implemented.

18 - Born Free - Attachment No. 2

Career Education staff members, Morgan and Locketz, were involved in the University of Minnesota program, Born Free (Build options, reassess norms, free roles thru educational equity) during the 1976-77 school year. They assisted in the development of modules to expand career options for both girls and boys. In addition, they worked with St. Paul teachers at the Webster Magnet school, helping them to become aware of sexism and its effect on career development.

(e) Staff Development

A. Women's Studies Workshop

The Career Specialist attended a workshop for dealing with sexism in materials. This workshop gave examples for use in career education.

B. Institutional Racism

A seminar on Institutional Racism was attended by staff of the Career Education Department. The emphasis this year was on racism and sexism in curriculum and on how to work toward elimination of the problems.

C. Evaluation for Racism

The Career Specialist attended a workshop on Evaluation for Racism with Dr. Swartz from the Council On Inter-Racial Books For Children on October 8, 1976. This workshop gave examples and guidelines for evaluating books for racism.

D. Career Education Conference - Houston

Four staff members attended the Commissioners Conference in November. The elementary curriculum specialist was one of the presentors for the Minneapolis-St. Paul project. The topic was "Utilizing the Business Community".

E. Film Preview Committee

Staff were included on a city-wide committee to preview and suggest for purchase films for K-12 classrooms

F. Bi-lingual Research Search

Staff met with bi-lingual staff at St. Paul Technical Vocational Institute to research resources which might be developed and utilized in that program.

G. Public School Law Seminar

Elementary staff members attended a Public School Law Seminar held at the Radisson Hotel in St. Paul. Of particular interest was the session on "Women in Education".

(f) Evaluation

See attachment - Final Report of Third Party Evaluator, Educational Management Services, Inc.

(g) Conclusions, implications and recommendations for the future -

This year saw several new emphasis in the St. Paul Career Education program along with some refinements and improvements on previous thrusts. The following are some examples of this:

1 - Concentration of time, efforts and resources on one of the seven clusters in the city. This included establishing a Teacher Career Education Advisory Council which facilitated a coordinated and in-depth servicing of these schools.

2 - Working more closely with parochial and private schools.

3 - Added emphasis on implementing programs for handicapped and minorities. (See interim report for Jan.-March, 1976 for a complete description of the on-going Career Ed program at the Child Development Center. This report also included the booklet "World of Work" which was locally developed and particularly geared for use with the mentally handicapped.)

4 - Increased staff involvement with adaptation of materials and techniques for a non-sexist and non-prejudicial approach to Career Education.

5 - Growing interest was exhibited on the part of St. Paul teachers to utilize Career Ed materials and strategies. Requests for field trips, speakers and other community oriented programs went up sharply.

6 - Staff familiarity with available community resources grew considerably.

7 - Initiation of Summer Internship with the Chamber of Commerce in which some 25 teachers and counselors received 6 to 7 weeks of paid employment in local businesses.

8 - Refinement of the small business seminar from last summer so that now theachers are getting acquainted with business people who are located within walking distance from the school building.

9 - Groundwork was laid for the development of a "How To . . ." booklet dealing with strategies and implementation of Career Education. This guide, when finished, will serve as a basic model for transporting Career Ed to other clusters in the city.

10 - Completion of the first citywide graduate follow-up.

11 - Development of a formal questionnaire to receive teacher assessment of Career Education programs needed and evaluation of services rendered.

12 - Plans completed and funding received for developing a Local Minority Person Resource Book for use citywide.

13 - As increasing amounts of Career Education materials developed throughout the country come to our attention, we see the practicality of refining and adapting many of these materials for our own use. Developing all of our own materials from scratch no longer seems feasible.

ATTACHMENT NO. 1

CAREER EDUCATION
Presents
Minorities in Focus Workshop

Monday, June 13 - 8:30 A.M. - Victoria School

Opening session

Panel: Cynthia Gardner
Spencer Lonetree
Humberto Villareal
Joyce Yamoto Klepp

Tuesday, June 14

8:30-10:15 - Rap session, Victoria School

10:30 - Business visits

Martinez Ortho-mapping Corp. - Tony Martinez
240 Chester St., St. Paul

Silhouette Beauty Salon - Delores Beatty
880 Payne Ave.

Lunch - LaCasita, George & Ohio

Wednesday, June 15

Northern States Insurance - 2292 University Ave.
Erma Mazingo, Underwriter

First Street Station - 333 First St. South, Mpls.
Jim Howe, Proprietor

Lunch - First Street Station

Thursday, June 16

Parranto Realty - 1202 Commerce Bldg.
Lois Bell, Realtor

Animal Medical Clinic - 234 South Snelling
Dr. Milton Crenshaw

Lunch - Caravan Serai - 2046 Pinehurst Ave.

Friday, June 17

8:30 - Victoria School

Speaker: Gertrude Buckanaga
Counselor and Coordinator
of Indian Programs

Louise Locketz
Maxine Gaines
Jean Druker
Career Education Resource Center
488-6761

CAREER EDUCATION RESOURCE

saint paul public schools

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MUCH ADO ABOUT SOMETHING

SHAKESPEAR MISSED IT!

Close to 1,000 students from Central, Urban League Street Academy and Adult Basic Education attended the Career Fair at Oxford Recreation Center on February 8. The purpose of the Fair was to expose students to the vast career choices available to them while making school curriculum more relevant to the world of work.

DEMONSTRATING ONE OF A PARAMEDIC'S JOB FUNCTIONS IS ERNIE COLEMAN, ST. PAUL FIRE DEPARTMENT

ANN THOMAS PROVIDED INSIGHTS ON THE VARIETY OF JOBS AT BELL TELEPHONE COMPANY.

Eighty-four people representing career areas ranging from mortuary science to book publishing spent the entire day providing information and hands-on experiences.

The feedback from students was extremely positive. It was expressed that the Career Fair provided new insights, interest and motivations.

The event was sponsored by the Career Education Department with assistance from Guidance, Urban Affairs, Central, ABE, Street Academy, Inner City Youth League, Loft Teen Center, Hallie Q. Brown and Oxford Playground.

BORN FREE

Is this a new maternity plan...a TV special on animals? Not at all! Born Free, an acronym for Build Options, Reassess Norms, Free Roles through Educational Equity, is a training and development grant from the Women's Educational Equity Act Program, U.S. Office of Education. Project Director is Dr. Sunny Hansen, Professor and Program Coordinator, Counseling and Student Personnel Psychology, University of Minnesota.

The purpose of the project is to enable a group of elementary, secondary and post secondary institutions to collaborate on the development of transportable training models and multimedia training modules which will help reduce career related and sex-role stereotyping.

St. Paul is one field site for collecting data. The project's field practitioners are Vaughn Koenig and Bill Cavanaugh, Open School; Joan Sorenson, Frank Thissen, Bill Bailey and Sandy Krebsbach, Mounds Park Junior High; and Juanita Morgan and Louise Lockets. Support people are Gloria Kumagai, Sandy Johnson, Dr. Virginia Flores, and Dr. Marjorie Neihart.

OTHER FAIR FARE!

CAREER EDUCATION HOTLINE

While some kids call crisis intervention for help, others phone the Career Education office for assistance... "Hello, this is Debbie from Mr. Brown's class at Mounds Park Junior High. I desperately need some information on Careers in the animal area. And I have a friend who needs help, too. She wants materials on auto mechanics. Thank you. Bye." The kids are doing it, how 'bout you?

Give us a buzz. 488-6761.

SANDRA MILLER (RIGHT), GIVES TIPS ON GROOMING.

BILLY RISER, ELECTRICIAN, DISCUSSES CAREER OPTIONS WITH STUDENTS

FOR WOMEN AND MEN ONLY!

Tired of reading Popular Mechanics, Field and Stream?? New publication...hot off the press... THE FABLES OF LABELS... packed with ideas to raise awareness level of sexrole stereotyping. Available at no charge... Hurry while supply lasts. Dial 488-6761, Career Education Resource Center, for quick delivery.

DO YOU HAVE TO BE A DOCTOR TO SERVE AN INTERNSHIP?

The Youth and Education Task Force of Project Responsibility of the Saint Paul Area Chamber of Commerce is most pleased to announce a challenging opportunity for educators in Washington, Ramsey and Dakota Counties.

Through the matching financial support of the Bush Foundation and the participating companies in St. Paul, twenty-five internships will be provided during 1977. This summer marks the second year of the three year demonstration period which is designed to stimulate greater interest in career education and economic education.

Each summer twenty-five interns are selected from the three-county area and receive a $1,300 fellowship for the project demonstration period. The Interns' time commitment to the program involves a one-week training seminar, seven full work weeks within a participating company, and periodic reporting activities during the subsequent year.

The program is available to educationally-certified personnel, and selection will be based on:

1. The educator's motivation to develop new and innovative community-related educational opportunities for students in economic and career education.
2. Demonstration of professional creativity and leadership within the educational community.
3. A viable match between the expectations of the participating companies and of the applicant.

Applications are available in your building. For further information, call the Career Education Resource Center, 1610 North Victoria, 488-6761.

SPOTLIGHT ON CAREER PERSON OF THE MONTH

JOYCE KLEPP

Ms. Klepp is the proprietor and potter in residence of Sansei Pottery, 1049 Grand Avenue. Formerly a St. Paul teacher, she changed careers in order to develop her skill and interest in the field of ceramics. She learned about the art, craft, and business of pottery from Ken Olson, local potter, for whom she served as an apprentice. She was able to start her own business with business training assistance from Metropolitan Economic Development Association.

Ms. Klepp defines her work as a combination of labor, creativity, business, craft, human relations, art, evaluation, curiosity and continuing growth.

AND MORE ILLUMINATIONS...

APRIL SHOWERS BRING MAY FLOWERS AND ALSO ...

A new publication, Minorities in Focus, a hardbound book, features a sampling of local people of Chicano, Native American, Asian American and Black Heritage.

The contents give insights into the career roles of women and men representing such diverse areas as orthomapping, retailing, court stenography and marine sculpture.

The book, edited by Louise Locketz, was developed with the assistance of a grant from the Minnesota State Department of Vocational Education. St. Paul staff involved in the production of the book are Cynthia Gardner, Open School; Ruth Yep Peckman, Harding; Rhoda Miller Stroud, Longfellow; and Marcie Vasquez, Roosevelt.

The book will be available to all schools in May.

SUMMER SEMINAR

Back by popular demand will be the summer seminar, - co-sponsored by the Chamber of Commerce and the Career Education Department.

Over 500 St. Paul educators have participated in this program during previous summers. It affords the opportunity to tour businesses, dialogue with employers, keep current on employment opportunities and provide relevant classroom experiences for students.

The one week seminar will be scheduled the week of June 20-24 and will carry in-service or graduate credits. The graduate work will be coordinated through St. Thomas College.

Announcements of the seminar will be sent to every St. Paul educator by the end of March.

A HAIR RAISING EXPERIENCE

Through the arrangements of Maxine Gaines, Elementary Community Specialist, Sandra Speck, teacher at CDC and eleven students visited the Midway College of Hair Design. Beside having the experience of observing the beauty parlor setting, the CDC kids each had an individual grooming lesson and hair wash, all compliments of the Beauty College. This experience not only allowed children the opportunity to see the World of Work but helped them perceive a new image of themselves as well.

HIGHLIGHT AT HIGHLAND JR.

Four hundred ninth grade students in Katie Kaufman and Andy Urban's classes just completed a six week intensive program in Career studies. Students were involved in a variety of assignments based upon all aspects of Career Exploration including community interviews, on site visitations, listening to resource speakers, and learning how to fill out applications. Students did self analysis identifying their interests, values, and abilities and associated them with career choices. This Spring all students will attend a Highland Junior High Career Fair as a culminating activity.

WHO'S WHO IN FIELD TRIPPING

Winter is no inhibitor when it comes to exploring the community. Bundled snugly, junior investigators from Adams, Child Development, Franklin, Hill, Homecroft, Jefferson, Linwood, Longfellow, Mann, Victoria had the opportunity to visit the Minneapolis Planetarium, McGill Printing Company, Lowry Nature Center, Federal Courts Building, St. Paul Arts and Science Center, Byerlys, Minneapolis Star & Tribune, Water Treatment Plant, Twin Cities Airport and Target.

Who says winter isn't a good time for traveling in Minnesota?

CAREER EDUCATION STAFF

Jean Druker, Jay Ettinger, Maxine Gaines, Louise Locketz, Juanita Morgan, Adelaide Papenheim, secretary.

Career Education Resource Center
1610 North Victoria Street
488-6761

Career Education has long been modest about its merits, but it's time to BLOW OUR HORN. WE WANT to make NOTE of our STAFF'S KEY accomplishments. We generally aren't VOCAL about them but we do MEASURE up... Just for the RECORD, can you BEAT this?

Jean Druker, our Secondary Community Resource Person, possesses athletic talent unequalled. Whether on the snow, courts or course, she's olympic potential (as long as she doesn't hit her toe with a golf club).

Maxine Gaines, Elementary Community Resource Person, doesn't like to sound off about it, but she's an accomplished French Horn player and has performed at such functions as the Gramblin College football games.

Jay Ettinger, Consultant, is this department's counterpart to Betty Crocker. He is the 1977 winner of the Highland Park Bake-off for his cocoanut lemon sponge cake.

Juanita Morgan, Elementary Resource Person, is the local source of all information pertaining to the evils of sodium nitrate and the value of tigers eyes.

Louise Locketz, Secondary Resource Person, demonstrated her skill when she won the St. Paul City Duncan Yo-Yo tournament in 1953.

Just check with our secretary, Addie Papenheim, for information on flea markets and fire prevention.

HATS OFF TO LOCAL TALENT!

Sleet, snow and frigid temperature didn't prevent the following people from sharing their careers with kids.

Thanks to:

--Karen Samuelson from Dina's Doggie Coiffures who showed Adams students that her pet peeve is a dog poorly groomed.

--Robert Knochke, State Patrol officer, "ran down" information on his career to Homecroft students.

--John Morrissey showed the nuts and bolts of carpentry to Adams students.

--Greg Williams, secretary, answered the question, "But can he type?" for Webster students.

--Anniretha Barr constructed a new image of women by explaining her job as a Union 49er Operating Engineer, to Webster students.

--Dr. Richard Skaggs, spoke the air of truth to Homecroft students about his job as a METEOROLOGIST.

--Debbie Montgomery, was "lawded" by CDC students for her presentation on police work.

--Tom Karl got to the root of the matter by telling Homecroft students about his job as City Arborist.

--Sue Chris gave the plane facts about being a North Central Airlines Cabin Attendant to CDC kids.

--Roy Henderson was interviewed by Adams students relative to his job in Personnel at Litton Industries.

--Jenne Andrews, Poet in Residence, showed the rhyme and reason of her specialty with Adams students.

Need A Crystal Ball?

Not if you have a copy of the Christian Science Monitor's special edition on "Careers in the 80's The issue focuses on the potential 1980's job market as well as the skills that will be necessary for seeking employment.

Copies are available, free of charge, from the Career Education office. Give us a call to tell us how many you need.

Be the First in Your School
to register for...

"MINORITIES IN FOCUS" WORKSHOP

June 13-17
2 inservice credits

- Interact with minority individuals in varied career roles!
- Visit businesses !
- Enjoy Ethnic lunches !

Enrollment limit - 20 people

To register, phone the Career Education Office at 488-6761.

CALL NOW!

Attachment No. 3

saint paul public schools
CAREER EDUCATION RESOURCE CENTER
VICTORIA SCHOOL 1610 NORTH VICTORIA SAINT PAUL, MINNESOTA 55117 TELEPHONE 488-[illegible]

June 2, 1977

Bill Nelson
% Chamber of Commerce
Osborn Bldg.
St. Paul, Minnesota

Dear Bill,

Two thank-yous are in order: one, for kindly sharing your time with the Gemini Career Education Committee at the Radisson St. Paul on May 11, 1977; two, for so generously providing lunch for the same group at the Minnesota Club on June 1.

As you are well aware by now the Gemini Career Educatica building representatives are a dedicated, vocal group. They have lots of ideas about ways to link the community and the schools. I feel many of the ideas are feasible and would not be unnecessarily costly. I can only hope that projects will come to fruition that reflect some of the needs expressed by the group.

We will be in touch with you soon regarding teacher representatives on the task force. We would appreciate more specific information as to scheduled meeting times and dates and objectives of the task force.

Thank you again. Please keep in touch with the "elementary" career ed people! Wish you well on this 'new' job with the Chamber-- we know it is not an easy one!

Sincerely,

Juanita

Juanita Morgan
Elementary Career Education

jm

Attachment No. 4

saint paul public schools
CAREER EDUCATION RESOURCE CENTER
VICTORIA SCHOOL 1610 NORTH VICTORIA SAINT PAUL, MINNESOTA 55117 TELEPHONE [illegible]

June 1, 1977

Bill Brose, Mgr.
Radisson St. Paul
11 E. Kellogg Blvd.
St. Paul, Minnesota

Dear Bill,

Thank you for being such a gracious host and "tour guide" for the Gemini Elementary Career Education Committee on May 11, 1977.

The teachers' comments were very favorable! They were impressed with both you and the behind-the-scenes look at a hotel. They also appreciated your frank and honest answers to their questions!

You helped make the day a very pleasurable one for all of us. I knew you weren't too keen on the idea of our visit to begin with——I hope we didn't reinforce that feeling!

If we can be of any assistance to you please let us know.

Sincerely,

Juanita

Juanita Morgan
Elementary Career Education

jm

P.S. I have enclosed a certificate that we send to people who have shared their time with students. Note that I amended it for you!

St. Paul Public Schools
Career Education Department

Awards an Honorary Degree
in Elementary Education to

_____

This honorary degree is awarded to those people who have taken time from their busy schedules to share their interests, talents, resources and experiences with students in the classroom or during a field trip.

_____
Dated

_____
Juanita Morgan
Elementary Career Education

_____
Maxine Gaines
Elementary Career Education

Attachment No. 5

Attachment No. 6

April 25, 1977

M E M O R A N D U M

TO: Gemini Elementary Principals
Gemini Elementary Career Education Building Representatives

FROM: Juanita Morgan

RE: GEMINI CAREER EDUCATION MEETING

Another special event planned for you

What: Tour, discussion and meeting at Radisson Hotel, St. Paul

Where: Radisson Hotel, St. Paul
Pioneer Suite

When: Wednesday
May 11
12:45 - 3:15
-- Introductions and background of Hotel Management--Bill Brose, Manager, Radisson Hotel
-- Tour "behind-the-scenes" - meet employees in Hotel Management
-- Gemini "business" meeting. Special guest Bill Nelson, Director of Project Responsibility, Saint Paul Area Chamber of Commerce

If you would like to meet me and Maxine, we can lunch together at some "downtown" spot. Will be in touch soon!!

Reminder to principals: please make arrangements for building representative subs--charge to Career Education Budget #001-760-705-065.

(Final Gemini meeting scheduled June 1. Social hour as wrap-up from 3:15-5 P.M. at Mancini's. Don't schedule anything else for that date.)

cc: Erma McGuire
Jay Ettinger
Maxine Gaines

Attachment No. 7

May 25, 1977

M E M O R A N D U M

TO; Gemini Elementary Principals
Gemini Elementary Career Education Building Representatives

FROM: Juanita Morgan

RE: GEMINI CAREER EDUCATION MEETING

Please make every effort to attend our final Gemini Career Education meeting! The Saint Paul Area Chamber of Commerce-Project Responsibility is hosting our group for lunch at the Minnesota Club.

WHAT: Luncheon meeting planned to allow Gemini Teachers and Principals time to discuss ways The Chamber, St. Paul Businesses and The Schools can work together at the Elementary level. If you have ideas for activities or programs in your building that relate school to the community and the "world of work" be prepared to share them then.

WHERE: Minnesota Club
317 Washington
St. Paul
(by Kellogg Blvd. across from Public Library)

WHEN: Wednesday
June 1
12:30 P.M.

Reminder: A thank-you social hour scheduled at Mancini's from 3:15-5 P.M. You must stay for that!! I suggest we all car pool from Jefferson School as parking space is not only scarce downtown but expensive, and then we can all get back to Mancini's easily.
Please call me as soon as possible to confirm your attendance. They need to know how many to prepare for.

(Career Education Budget--#001-760-705-065)

This should be a smashing (no pun intended) finale to a super year!!!!

cc: Erma McGuire
Jay Ettinger
Maxine Gaines
Ken Berg

Attachment No. 8

INDEPENDENT SCHOOL DISTRICT NO. 625
THE SAINT PAUL PUBLIC SCHOOLS
618 CITY HALL
SAINT PAUL, MINNESOTA 55102

May 12, 1977

OFFICE OF THE PRINCIPAL
JEFFERSON ELEMENTARY SCHOOL
90 S WESTERN AVE.
ST. PAUL, MINNESOTA 55102

NEWSPAPERS & CAREER EDUCATION

All the staff members including the principal met with Juanita Morgan at the Minneapolis-Tribune Building.

After a brief meeting with the Educational Consultants we were shown a movie on the operation of producing a newspaper.

It was an excellent film and the group was divided into two sections for a tour of the building.

This was an excellent educational experience and most interesting. Following the tour we met with the Managing Editor who supplemented our experience and answered questions.

This was taking place while we enjoyed coffee and cookies. The meeting ended shortly after 4:00 p.m.

At this time we want to thank Juanita Morgan and other Career Education Personnel for giving us the opportunity of having some excellent experiences this year.

Miss Patricia Berres PB

P.S. Fifteen were in attendance including Juanita Morgan

Attachment No. 9

HIGHLAND PARK JUNIOR HIGH SCHOOL

PARENT SURVEY

Dear Parents/Guardians:

As part of our instructional program we need your help in making students aware of the world of work. Would you be willing to share your experiences with students as they relate to your occupations, hobbies, or other special interests?

The objective of the program is to acquaint students with a wide variety of occupations, leisure time activities, and mini-courses to make their present schooling more relevant to their future.

PLEASE FILL OUT AND RETURN THIS FORM. You will be contacted to arrange a definite time and date.

- -

Please return to Bill Stjern.

Name_____ Phone _____

Address_____

Occupation, Hobby or Special Interest _____

Company or Firm _____

It would be most convenient for me to be at your school on (days and times).

_____

_____

_____

It would be most convenient for me to have students at my place of business (days and times).

_____

_____

_____

Attachment No. 10

Linwood mini-career Fair
Sponsored by Career Education

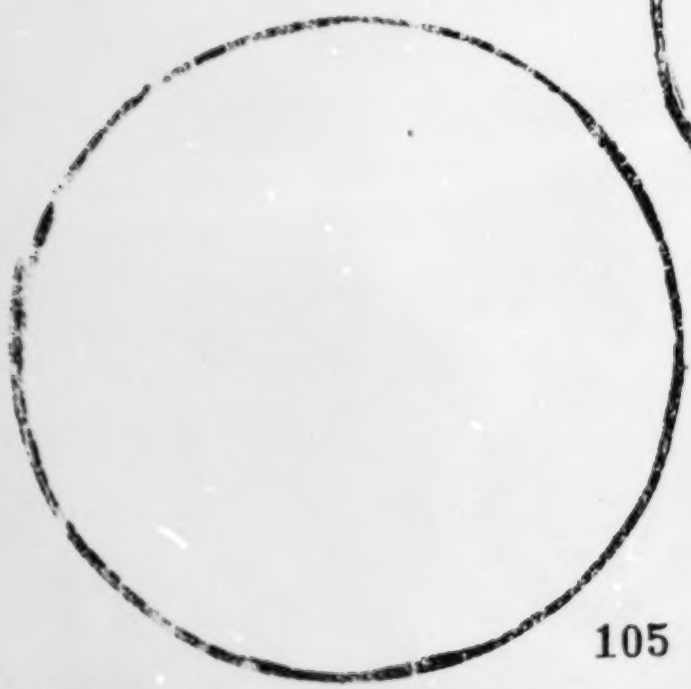
May 18, 1999

Name _____

Draw a picture about three occupations that you liked at the Career Fair. Show things you have learned about the job.

1. _____

2. _____



3. _____

4. I'd like to know more about _____ _____.

Attachment No. 11

LINCOLN ELEMENTARY SCHOOL MINI-CAREER FAIR
[illegible] 13, 1977
SPONSORED BY THE ST. PAUL PUBLIC SCHOOLS CAREER EDUCATION DEPARTMENT
Maxine Gaines, Juanita Morgan, Elementary Staff

1. Name three presentations you thought most interesting and why.
   a. I liked _____ because
   _____
   _____
   b. I liked _____ because
   _____
   _____
   c. I liked _____ because
   _____
   _____
2. From meeting different people at this Career Fair I learned _____
   _____
3. I would like to go on a field trip to visit _____
   to find out more about that occupational area.
4. I am thinking about being a _____
   when I grow up.
5. The skills I learn at school that will help me achieve my career goals are: _____
   _____
   _____
   _____
   _____

Get ready for the future!

Learn your interests and abilities.....
Develop your skills....
Make choices best for you!

ATTACHMENT NO. 12

Submitted by Maxine Gaines

Field Trips

School	Place	Date
Adams	Minneapolis Star & Tribune	4/20/77
Highland Elementary	St. Paul City Hall & Court House	4/19/77
Highland Senior	Webb Publishing	4/19/77
Wilson	Dist. 916 TVI	4/12/77
Wilson	St. Paul AVTI	4/19/77
Linwood	Kenny Institute	5/2/77
Humboldt Jr.	TVI	5/11/77
Johnson	American National Bank	4/25/77
North End	Federal Court Building	4/12/77
North End	Federal Court Building	4/13/77
Humboldt Jr.	St. Paul TVI	5/18-77
Highland Elementary	Minneapolis Institute of Art	4/27/77
Bridgeview	Como Park Zoo	4/28/77
Adams Elementary	Animal Inn - Lake Elmo	5/12/77
Jefferson	Animal Inn - Lake Elmo	5/17/77
Harding High School	Camp Ojiketa	5/6/77
Como Special Program	Bethesda Infirmary	5/19/77
Linwood	Red Own Main Offices - Hopkins	6/1/77
Jefferson	Animal Inn - Lake Elmo	5/19/77
Linwood	American National Bank	5/26/77
Victoria	National Super Markets Bakery - Hopkins	5/25/77
Bridgeview	Macalester College Biological Field Station IGH	5/26/77
Harding	Camp Ojiketa	4/17/77
Mattocks	Career Day	5/31/77